

## Education for Sustainability Report Term 1 2021

During Term One there was a great deal of focus on exploring the children's understanding of Mother Earth, how we can keep Mother Earth healthy and connecting with nature through gardening.

Opportunities were provided to the children where they were able to express their thoughts about Mother Earth through drawing and language on a number of occasions. Children were able to draw and have me scribe their words. The children were very engaged in these experiences and showed lots of understanding about the world we live in.

With Clean Up Australia Day happening in early March, there was a focus on recycling and ensuring our rubbish goes in the right bins and is not left on the ground. Recycling games as a whole group, the small recycling game and the purchase of a new magnetic recycling board have provided the children the opportunity to learn and expand on their understanding of which items belong in which bins. Specific language was used throughout these games to develop children's vocabulary and understanding. These included words such as recycling, compost, organics, soft plastic, hard plastic, landfill, etc. The children were also informed that we would be going on a campus walk to clean up Mother Earth. 'I remember the walk last year, it was the best day ever' one of the children responded.

Our Campus Walk on the 4<sup>th</sup> of March was a great success. The children engaged enthusiastically and we picked up a small amount of rubbish. On return to childcare, the children were able to confidently sort through the materials and placed them in the correct bins.

Room 2 and 3 children have been very active in routine tasks each EfS day. They have helped to feed the worms, wet the worms and collect the worm wee to put on the garden. Fluffy the turtle has also been fed, his tank cleaned out regularly, recycling bins emptied to larger bins in the service yard and indoor plants have been watered. These routine tasks help embed our commitment to EfS into our every day practice.

Our gardens have provided additional learning opportunities which children exploring plant lifecycles, how certain vegetables grow and the harvesting and eating of our produce. The most exciting produce that we grew in Term 1 was two watermelons. Numeracy was incorporated into the observations of the watermelons as we described their sized and measured them to compare their growth week to week. Caring for our gardens provides opportunities to connect with nature and show respect for the natural environment.

Other experiences planned and implemented with children included ice play on a hot day to explore temperatures, tidying up the vegetable gardens, spending time with Room 2 children in The Adventure Playground and sitting and observing the natural world and phenomena such as birds, butterflies and clouds.

Waite CCC aims to be a resource for other ECE services to show case our commitment to EfS and the journey we are on. On the 18<sup>th</sup> of March, we hosted four educators from Magill CCC. We were able to provide knowledge and practical examples of how to embed EfS into our daily practice and help them continue on their journey.

# Early Years Learning Framework (EYLF) Links

## Outcome 1

- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children learn to interact on relation to others with care, empathy and respect

## Outcome 2

- Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children become socially responsible and show respect for the environment

## Outcome 3

- Children take increasing responsibility for their own health and physical wellbeing

## Outcome 4

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigation
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

## Outcome 5

- Children interact verbally and non-verbally with others For a range of purposes
- Children express ideas and make meaning using a range of media

## **New equipment purchases T1:**

Jan – Apr 2021

<i>Learn to Sort and Recycle Magnetic Centre</i>	\$67.45
<i>Wooden Minibeast Blocks</i>	\$116.95
Postage	\$14.90
GST	<u>\$19.93</u>
<b>Total equipment</b>	<b>\$219.23</b>
 Propagation pots	 \$23.44
 EfS Teacher Wages Term 1	 \$1532.98