



Grange Road Kindergarten Association Inc.

ENVIRONMENTAL SUSTAINABILITY POLICY

Best Practice – Quality Area 3

PURPOSE

This policy will provide guidelines to assist Grange Road Kindergarten Inc to take an active role in caring for the environment, and promoting and contributing to a sustainable future.

POLICY STATEMENT

1. VALUES

Grange Road Kindergarten Inc is committed to:

- promoting respect for, and an appreciation of, the natural environment among all at the service
- fostering children's capacity to understand and respect the natural environment, and the interdependence between people, plants, animals and the land
- supporting the development of positive attitudes and values in line with sustainable practices
- ensuring that educators and other staff engage in sustainable practices during the operation of the service.

2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Grange Road Kindergarten including during offsite excursions and activities.

3. BACKGROUND AND LEGISLATION

Background

"One of the most significant responsibilities that [early childhood] professionals have is to support children to retain the sense of awe and wonder that they are born with, to add to that a desire to nurture and protect what is beautiful, and to encourage them to appreciate that there are many possibilities for honouring life and wonders that the world holds" (Stonehouse, A. (2006) *NSW Curriculum Framework for Children's Services* – refer to Sources).

Current research confirms that experiences in the early years help establish lifelong behaviour and values, and this reinforces the need for sustainability education to be included in early childhood programs. It is important for children to understand their place in the world and the role that they can play in protecting the environment. Children should learn to be environmentally responsible and be empowered to make a difference, and this learning should not wait until the 'formal education' of primary school. Elliot and Davis



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(refer to *Sources*) state that “early childhood educators have an active and significant role to play ensuring children experience connections with the natural environment in meaningful ways... which will ultimately promote action for sustainability”.

Environmental education can be defined as learning *about* the environment and how natural systems function; the interconnectedness of plants, animals, humans and the planet we inhabit. Environmental education promotes the growth of knowledge, skills and values about the environment, often with a focus on science and nature. In an early childhood setting, environmental education is integrated into everyday decisions made as part of the curriculum.

Sustainability can be defined in a broader and more holistic context of education *for* the environment. The complexities of social, environmental and economic systems are acknowledged, and their implications for sustaining life are considered. The aim of sustainability education is to promote a sense of responsibility, respect, empowerment, active participation, enquiry and a desire for social change (adapted from ECA Environmental Sustainability Policy 2005). The goal of sustainability education is to empower children and adults to think and act in ways that meet their immediate needs without jeopardising the potential of future generations to meet *their* own needs. Sustainable practice in early childhood settings requires a holistic approach that integrates all aspects of sustainability into service operations.

The *National Quality Standard* (Quality Area 3: Physical Environment) includes a discussion on the service taking an active role in caring for its environment and contributing to a sustainable future (Standard 3.3). As service providers to the community, education and care services have an opportunity not only to make reductions to waste, water and energy consumption through their operations, but to role-model sustainable living to young children in a world facing climate change, increasing levels of air, land and water pollution, and depleted natural resources.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *National Quality Standard*, Quality Area 3: Physical Environment
 - Standard 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future
 - Element 3.3.1: Sustainable practices are embedded in service operations
 - Element 3.3.2: Children are supported to become environmentally responsible and show respect for the environment

4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Environmental sustainability: The responsible use and management of the planet’s resources to ensure that they remain available and uncompromised for future generations to use and enjoy.



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5. SOURCES AND RELATED POLICIES

Sources

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia:* <http://education.gov.au/early-years-learning-framework#key%20documents>
- Davis, J. M. and Elliott, S. (2004) Mud pies and daisy chains: Connecting young children and nature. In *Every Child*, 10(4) p4. Available at: http://www.earlychildhoodaustralia.org.au/pdf/every_child/ec0404_mudpies.pdf
- Early Childhood Australia: http://www.earlychildhoodaustralia.org.au/resource_themes/
- 'Educators' Guide to the Early Years Learning Framework for Australia: <http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia>
- Environmental Education in Early Childhood (EEEC): <http://www.eeec.org.au/index.php>
- *Guide to the National Quality Standard*, ACECQA: www.acecqa.gov.au
- Hughes, M. (2007) *Climbing the little green steps: How to promote sustainability within early childhood services in your local area*, Gosford and Wyong Council: <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/useful-links-and-resources/sustainability-resources>
- *My Time, Our Place – Framework for School Age Care in Australia:* <http://education.gov.au/my-time-our-place-framework-school-age-care-australia>
- Stonehouse, A. (2006) *NSW Curriculum Framework for Children's Services:* http://www.community.nsw.gov.au/docswr/assets/main/documents/childcare_framework.pdf
- *Practical Sustainability in the Early Years* by Stephanie Ralston
- *Victorian Early Years Learning and Development Framework:* www.education.vic.gov.au/earlylearning/eyldf/default.htm
- *Victorian Early Years Learning and Development Framework – Resources for Professionals:* www.education.vic.gov.au/earlylearning/eyldf/profresources.htm

Service policies

- *Child Safe Environment Policy*
- *Curriculum Development Policy*
- *Excursions and Service Events Policy*
- *Sun Protection Policy*
- *Supervision of Children Policy*
- *Water Safety Policy*



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PROCEDURES

The Approved Provider is responsible for:

- collaborating with the Nominated Supervisor, educators, staff, parents/guardians, children and others at the service to identify environmental sustainability strategies for implementation (refer to Attachment 1 – Strategies for environmental sustainability)
- allocating the necessary resources to implement the identified environmental sustainability strategies at the service
- ensuring the Nominated Supervisor and all staff are aware of their responsibilities under this *Environmental Sustainability Policy*
- ensuring the identified strategies (refer to Attachment 1 – Strategies for environmental sustainability) are implemented at the service
- ensuring parents/guardians are aware of, and have access to, the *Environmental Sustainability Policy*.

The Nominated Supervisor is responsible for:

- collaborating with the Approved Provider, educators, staff, parents/guardians, children and others at the service to identify environmental sustainability strategies for implementation at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- implementing identified strategies for which they have responsibility at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- ensuring environmental education and practices are incorporated into the curriculum (refer to *Curriculum Development Policy*)
- providing families with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources, and by ensuring that they have access to the *Environmental Sustainability Policy*
- making recommendations to the Approved Provider about green and sustainable options for the service, that reflect the guidelines within this policy
- seeking and applying for grants, where appropriate, to support the implementation of strategies within this policy
- keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Educators and other staff are responsible for:

- collaborating with the Approved Provider, Nominated Supervisor, fellow educators/staff, parents/guardians, children and others at the service to identify environmental sustainability strategies for implementation at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- implementing identified strategies for which they have responsibility at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- engaging in activities that support the service to become more environmentally sustainable (e.g. recycling)
- incorporating environmental education and sustainable practices within the curriculum
- planning opportunities for children to connect with nature and the natural world at the service, including on excursions and at other service events



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- incorporating celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day and Walk to Work Day
- keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Parents/guardians are responsible for:

- collaborating with the Approved Provider, Nominated Supervisor, educators, staff, children and others at the service to identify environmental sustainability strategies for implementation at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- following the strategies identified and outlined in this *Environmental Sustainability Policy*
- encouraging their children to adopt environmentally sustainable practices at both the service and at home.

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

ATTACHMENTS

- Attachment 1: Strategies for environmental sustainability

AUTHORISATION

This policy was adopted by Grange Road Kindergarten Inc on 16th July 2019

REVIEW DATE: 16TH JULY 2021



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ATTACHMENT 1

Strategies for Environmental Sustainability

Many of these strategies were drawn from Stephanie Ralston's *Practical Sustainability in the Early Years* (refer to Sources).

Strategy	Adopt (Yes/No)	Responsible for implementation (All staff and committee)
Take care to ensure plants and animals are not harmed when playing outdoors	✓	
Have native trees and shrubs in the garden?	✓	
Guide children to put food scraps into a compost heap or worm farm?	✓	
Empty water play onto garden areas?	✓	
Have a vegetable garden?	✓	
Have a clear bin system for sorting waste?	✓	
Discuss and limit water use in sand/mud play?	✓	
Use recycled or waste paper for painting, drawing, collage and office notes?	✓	
Make double sided photocopies and/or use the reverse side for notes?	✓	
Use everyday occurrences as sustainable teaching opportunities?	✓	
Use email correspondence where possible?	✓	
Have a natural outdoor play space and highly value outdoor play?	✓	
Have an environmental policy, sub committee or representative?	✓	
Encourage parent involvement in environmentally responsible practices? E.g. collecting materials for collage	✓	
Involve children in sustainable decisions? E.g. should the lights/heater/cooling be on or off	✓	



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Encourage waste free lunches –segmented lunch boxes/small reusable containers and avoid excess packaging?	✓	
Consider purchase choices carefully, buy in bulk, reusable containers and avoid excess packaging?	✓	
Avoid use of food as a play material? E.g. coloured rice, macaroni threading	✓	
Use environmentally friendly soaps and cleaning products?	✓	
Have half flush toilets and flow restrictors on taps?	✓	
Have a water tank?	✓	
Use natural and recycled materials in the program?	✓	