

ENVIRONMENTAL PHILOSOPHY

Made with guidance from Education and Care Services National Regulations 2011, Schedule 1

Guide to the National Quality Standard (3) ACECQA (2011), Energy Efficiency Opportunities Act 2006

The Service is committed to adopt practices that work towards providing an environment that is cleaner and healthier for all our stakeholders whilst supporting sustainability and awareness of its importance.

The Service is also committed to educating and assisting all major stakeholders in the area of environmental sustainability.

This will be achieved by targeting:

- Reducing waste, incorporating Green Cleaning ideas, and creating an eco-friendly environment

The licensee will endeavour to equip the service with and implement water-saving strategies, green cleaning and recycling. Where applicable, grants will be applied to aid in the implementation of these effective environmental strategies.

The education and care service defines the aims of this statement through specific environment policies. These are:

- a) Animals Policy
- b) The Programming Policy
- c) Health and Safety Policy
- d) Environmental Sustainability

These individual policies will guide practices within the education and care service.

Educators will keep up-to-date with the latest research on environmental education through journals, resource agencies and professional development. This information will be shared with families and children.

ENVIRONMENTALLY RESPONSIBLE POLICY

Our Service encourages the awareness of environmental responsibility and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

National Quality Standard (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource' support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Related Policies

Physical Environment Programming Policy	Animal and Pet Policy
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PURPOSE

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to children, families, staff, management, and visitors of the Service.

IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

Management will:

- Network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include installing water tanks, grey water system, converting toilet cisterns to dual flush, and converting to water saving taps.
- Encourage educators, families and children to engage in sustainable practices and appreciate the natural environment.
- Ensure the Service joins a preferred provider e.g. the NSW Early Childhood Environmental Education Network (or State equivalent) to liaise with other education and care services and maintain currency on practices and ideas for being environmentally responsible.
- Where relevant, review policies and procedures within the Service to achieve more sustainable outcomes (e.g. Using individual hand towels instead of paper towel to dry hands).
- Use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs.
- Conduct environmentally responsible audits to ensure consistency and continuous improvement.
- Source resources and materials from Reverse Garbage or second-hand stores to use within the Service.
- Ensure sustainable practices are incorporated into the daily routine.

These will include:

Sustainable Practice	Ideas
Recycling	<ul style="list-style-type: none"> • Recycle paper and all recyclable rubbish. • Use recycled water (e.g. for watering gardens).
Gardening	<ul style="list-style-type: none"> • Plant vegetables, herbs, and fruit trees. • Establish a worm farm. • Give food scraps to worms or Service pets, or to a staff member to take home for their pet/s. • Educate children and have them participate in 'garden to plate' activities. • Have children participate in experiences such as seed sprouting, vegetable gardens, cooking with what is grown, and educate about weeds.
Energy Conservation	<ul style="list-style-type: none"> • Install LED lighting where possible. • Turn off non-LED lights when not in use. • Turn off electrical appliances at the outlet when not in use. • Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme.
Water Conservation	<ul style="list-style-type: none"> • Using half flush on the toilet. • Turn off the taps and ensure leaking taps are fixed immediately. • Encourage shorter showers. • Teach children to turn off tap when brushing teeth. • Collect rain water and use in the garden and for water/sand play. • Use water play water on the garden rather than tipping out at the end of the day.

Nature And Wildlife	<ul style="list-style-type: none"> • Use natural materials – trees, blocks, boxes etc. in arts and crafts and play. • Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps. • Educating children in how to care for pets, letting them actively participate in caring for the Service pets. • Plant ‘bird attracting’ plants and install a birdbath. • Plant ‘butterfly attracting’ plants. • Create a lizard lounge. • Collaborate with wildlife educators to assist in educating children.
Communicate	<ul style="list-style-type: none"> • Display the Service’s sustainability journey in the foyer area for families and visitors. • Provide families with hints and tips in newsletters about how they can become sustainable at home.

Educators will:

- Incorporate recycling as part of everyday practice at the Service. Recycling containers will be provided throughout meal times and experiences.
- Role model environmentally responsible practices.
- Discuss environmentally responsible practices with the children and families as part of the curriculum.
- Provide information to families on environmentally responsible practices that are implemented at the Service and encourage the application of these practices in the home environment.
- Share ideas between Educators, children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations.
- Use a worm farm/composting bin/ to reduce food waste in the Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will provide visual guides and discuss with the children and families which scraps worms can eat, which foods can be composted, and which food scraps must go in the bin. The children will be involved in maintaining the worm farm and compost bin.
- Role model energy and water conservation practices: For example, turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of ‘reduce, re-use and recycle’, which will become part of everyday practice for both children and Educators to build lifelong attitudes towards environmentally responsible practices.
- Use ‘green cleaning’ products to replace chemicals where possible.

Source	
	<ul style="list-style-type: none"> Australian Association for Environmental Education (AAEE): www.aeee.org.au
	<ul style="list-style-type: none"> Department of Environment and Energy: www.environment.gov.au
	<ul style="list-style-type: none"> Education and Care Services National Regulations. (2011).
	<ul style="list-style-type: none"> Kearns, K. (2017). <i>The Business of Childcare</i> (4th Ed.).
	<ul style="list-style-type: none"> NSW Early Childhood Environmental Education Network (ECEEN): www.eceen.org.au
	<ul style="list-style-type: none"> Queensland Early Childhood Sustainability Network (QECSN): www.qecsn.org.au
	<ul style="list-style-type: none"> Revised National Quality Standard. (2018).
	<ul style="list-style-type: none"> The Point Preservice: www.thepointpreservice.com.au

Process Owner	
Effective Date	February 2019
Date of Last Revision	February 2019
Next Review Date	February 2020

Policy Reviewed	Previous Modifications	Next Review Date
MODIFICATIONS	<ul style="list-style-type: none"> Additional information added to points. Points added (Highlighted). Sources checked for currency. Department names corrected in Sources (due to departmental name changes). Sources/references corrected, updated, and alphabetised. 	
February 2018	<ul style="list-style-type: none"> Added 'related policies' list Changed title from: Environmental Sustainability Policy to Environmentally Responsible Policy Integrated new terminology through the document – environmentally responsible 	February 2019
October 2017	<ul style="list-style-type: none"> Updated the references to comply with the revised National Quality Standard 	February 2018
February 2017	<ul style="list-style-type: none"> Minor adjustments made with further suggestions on how to embed sustainability into everyday practice 	February 2018

STEPPING INTO THE FUTURE - ENVIRONMENTAL (SUSTAINABILITY) PLAN EXAMPLE

Assumptions: Environmental (sustainability) issues are at the forefront of challenges facing the human community.

Humanity always needs a way forward into the future.

This document rests on the premises of:

- Responding to environmental (sustainability) challenges is necessary; and
- Educators have a special responsibility to respond to model positive strategies for meeting challenges.

Coordinator: Green Coordinator

OUTCOMES WE SEEK	WHAT WILL WE DO	WHEN	WHO	RESOURCES	EVALUATION
Continue to incorporate sustainable approaches to the environment into the service's processes. For the incorporation to be known as 'Stepping Into The Future'. To link the plan to the Little Green Steps	Further incorporate "Stepping into the Future" into the Service Plan and therefore into service processes.	Ongoing March 2019	Green Coordinator Green Coordinator	Little Green Steps	Establishment of Committee of families, educators, community expertise and pattern of regular and productive meetings.
To develop an awareness of the environment needing to be sustained in order to continue as a context for the maintenance and development of human education and enterprise. To embed sustainable practices	Continue following the "Stepping into the Future" model: 6.Relearn 5.Review 4.Recharge 3.Renew 2.Reduce 1.Recycle	Ongoing	Green Coordinator Service Staff Service Community	Little Green Steps	Implementation and maintenance of sustainable environmental practices audit (each 6 months)

<p>that encourage awareness that some behaviours may assist the environment to continue to provide a healthy lifestyle.</p>					
<p>Step 1 Recycle</p>	<p><u>Paper recycling:</u> Nominated Room to organise: Internal bins for all areas: Kindy/ Tods, Babies Administration Area; Staffroom; Photocopy Room; and Kitchen External bins to be placed outside: Sustainability Area External bins to be brought out for collection by Cleanaway and returned after collection. Ongoing awareness-raising in service community.</p> <p><u>Battery recycling:</u> Nominated Room to raise awareness of opportunity to recycle batteries.</p>	<p>Ongoing</p>	<p>Service Staff</p>	<p>Cleanaway Education Centre – Wendy Hughes: Education Officer.</p> <p>Cleanaway (Waste Management Facility) staff.</p> <p>Funds for: Internal bin replenishment as required External bin emptying</p> <p>Battery World – (Sue Healy)</p>	<p>Smooth running of all aspects of the recycling process in APS.</p> <p>Complimenting excellent practice via: Newsletter inserts/Posters/Announcements</p> <p>Increased use of facility (measure in kilograms of batteries). Amount of high grade aluminium raised.</p>

	<p><u>Aluminium ring-pulls and cans:</u> Coordinated through Room 11 all classes contributing. Ring-pulls collected and collated and donated as input requires.</p>				
Step 2 Reduce	<p>Continue reduce strategies underway: Turning off/hibernating PC's</p> <p>Implementing the use of the "Just Right Power Pirates" who will check for "just right" power use in rooms.</p> <p>Conclude formal audit process undertaken by Green Coordinator and committee in the second half of 2019</p> <p>Committee to present the audit report to Service Management – information and recommended actions to be</p>	<p>Ongoing</p> <p>April 19</p> <p>June 2019</p> <p>July 2019</p>	<p>Admin</p> <p>Green Coordinator Energy Auditor: Synergy Assistance</p> <p>Service Staff/Community</p>	<p>Service Staff</p> <p>Grant from Sustainable Energy Development</p>	<p>Number of rooms using power appropriately.</p> <p>Completion of Audit Report.</p> <p>Presentation of Audit Report.</p> <p>Review of Audit Report.</p> <p>Response to Audit Report.</p> <p>Reduction in Energy Use at APS – review of energy bills.</p>

	<p>reviewed by Management for approval</p> <p>Actions implemented by service community.</p>				
Step 3 Recharge	<p>Finalise stage 2 of solar panels installation: 24 panels bought through National Solar Services Program (NSSP)</p> <p>Continue adding to the solar panel arrays on the administration block.</p>	<p>January 2020</p> <p>Ongoing</p>	Green Coordinator	<p>National Solar Services Program (NSSP) - \$55 000 SolarGain – Paul Hart</p> <p>Businesses</p>	<p>Panel installation</p> <p>Informing community</p> <p>Use of website by students showing electricity creation through panels.</p> <p>Continuation of panel installation.</p>
Step 4 Renew	<p>Continue to access 100% Natural Power from Synergy.</p> <p>GreenBanks 1000</p> <p>Continue to rejuvenate embankments SHS:</p> <p>Weed</p> <p>Mulch</p> <p>Plant (using seeds sown in by children)</p> <p>Worm farms</p>	<p>Ongoing</p> <p>Weeding and mulching in April 2019.</p> <p>Planting in winter.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Director</p> <p>Family Volunteers</p> <p>Educators/ rooms and service community</p>	<p>Local City Council – (Manager of BushCare)</p> <p>Other environmental groups: Greening WA (Greenskills / GreenCorps)</p> <p>ABC Gardening</p> <p>TV: Josh Byrne <i>TBC</i></p> <p>Radio: Sabrina Hahn <i>TBC</i></p>	<p>Natural Power energy billing.</p> <p>Appearance of embankment – ground stability; plant diversity, number, and size.</p> <p>Production and use of worm castings and juice.</p>

	Vegetable garden				Vegetable production and use
Step 5 <i>Review</i>	<p>Review progress in the “Stepping into the Future” plan for Service through regular meetings of “Stepping into the Future” committee.</p> <p>Record: Curriculum experiences related to sustainable practice (environmental, social, educational – children and educator learning and community contributing).</p> <p>Community input into each initiative</p> <p>Links between sustainable values and Local Indigenous Advisor</p>	Ongoing	Working Party Elder/s	NQF	Observable changes in: physical, social, and educational environment
Step 6 <i>Relearn</i>	Curriculum delivery incorporating connections to and focus on “Stepping into the Future”,	Ongoing Ongoing	Whole service community All Educators	NQF Relevant resources	Educator, families and children’s awareness of sustainability issues.

	<p>Values. Science – developing sustainable practices;</p> <p>Society & Environment – values and sustainable living;</p> <p>Aboriginal culture – Aboriginal culture a model of sustainable ideas and practice (e.g. “vegetation a ‘blanket on the land’, foods used in season, bush tucker).</p> <p>Website Photos, captions, and text covering all Steps</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Aboriginal community</p> <p>Environmental groups</p> <p>Businesses with environmental focus (e.g. recycling, solar panels, nurseries; farmers, forestry);</p>	<p>Aboriginal and Islander Education Officer Noongar community</p> <p>Aboriginal community Museum Cleanaway – Wendy Hughes Service Volunteers – Barry Evans Service gardener – Frank Finlay Local City Council – Mark Ford</p> <p>Green Coordinator</p>	
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