

Warradale Community Children's Centre acknowledges the traditional custodians of the land we live on today and we pay our respects to the Aboriginal and Torrens Strait Islander People past, present and emerging.



Environmental Sustainability Policy

National Quality Standard (NQS)

Quality Area 3: Physical Environment		
3.1.1	The design of the facilities is appropriate for the operation of the service	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for the purpose, including supporting the access for every child.
3.2.1	The service environment is inclusive, promotes competence and supports exploration and play based learning	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
3.2.3		The service cares for the environment and supports children to become environmentally responsible

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
104	Fencing and security
105	Furniture, materials and equipment
113	Outdoor space- natural environment
114	Outdoor space- Shade
115	Premises designed to facilitate supervision

Aim

At Warradale Community Children's Centre, we have a strong belief in educating children about the environment which is promoted through daily practices, resources and interactions. Sustainable practice will be encouraged within the Centres, assisting children and families to become advocates for a sustainable future.

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Implementation

Learning about sustainability starts with everyday practice. We believe environmentally sustainable practices should be embedded into the operations of the Centres. 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 to ensure a sustainable future for our children through continuous improvement.

Leadership will:

- Be a positive role model to all educators and staff.
- Encourage educators, families, and children to engage in innovative practices and appreciate the natural environment.
- Ensure that the centre belongs to an organisation, such as **Early Education for Sustainability, South Australia (EEfSSA)** that can inform us of practices and ideas for sustainability and caring for our world.
- Wherever possible electronic communication shall be used to reduce the use of paper within the office.
- Source resources and materials from "That's Not Garbage" or similar outlets to use within the centre.
- Ensure sustainable practices are incorporated into daily routines and programmes.
- Ensure that Children are supported to become environmentally responsible and show respect for the environment.
- Sustainability programming time will be allocated for sustainability officer and this time will be utilised to source information and achieve goals for ongoing projects and practices.
- Where possible electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs.

Educators will:

- Role model sustainable practices.
- Incorporate recycling as part of the everyday practice at the Centre.
- Use the concept of 'Reduce, Reuse and Recycle' which will become part of everyday practice for both educators and children to build lifelong attitudes towards sustainable practices and caring for our world.

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- Discuss sustainable practices with the children, families, and the local community as part of the curriculum.
- Role model energy and water conservation practices of turning off lights, air conditioners and heaters when the room is not in use, emptying water play receptacles onto garden beds and lawns.
- Seek to purchase equipment that is environmentally friendly where possible.
- Share ideas between educators, children and families about sustainability, implementation, and resources. This will be followed through in newsletters, emails, and parent/educator conversations.
- Educate children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps that in turn reduces food wastage at the Centre. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.
- Ensure that children participate in 'Garden to Plate' experiences Educating children about seed sprouting, weeding, vegetable gardens cooking etc.
- Encourage children's learning on how to care for pets and other animals.
- Allocated time during staff meetings for Sustainability feedback and room reflections.

Source

Australian Children's Education & Care Quality Authority
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.
Revised National Quality Standard 2018
The Business of Childcare, Karen Kearns 2004
Goolwa Children's Centre
Pines Learning
Early Childhood Environmental Education Network (ECEEN) www.eceen.org.au
Environmental Education of Early Childhood (EEEC) www.eec.org.au
Early Education for Sustainability, South Australia (EEfSSA) www.eesa.com
Natural Resource Management www.nrm.gov.au
Department of Sustainability, Environment, Water, Population and Communities
www.environment.gov.au

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Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Next Review Date
1.0	1/5/2020	Policy developed	Trish Cook	May 2021
1.1	24/7/2023	Acknowledgement on top and standards and regulations. Minor adjustments made with further suggestions on how to embed sustainability into everyday practice	Michelle and Pamela	24/7/2024