



# ENVIRONMENTAL SUSTAINABILITY POLICY

## National Quality Framework Quality Area, Standards & Elements

This policy relates to:

### **Quality Area 1 – Educational Program and Practice**

1.1.6- Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world

### **Quality Area 3- Physical Environment**

3.3- The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1- Sustainable practices are embedded in service operations

3.3.2- Children are supported to become environmentally responsible and show respect for the environment.

### **Quality Area 5- Relationships with Children**

5.1.2- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

### **Quality Area 7- Leadership and Service Management**

7.2- There is a commitment to continuous improvement.

7.3.2- Administrative systems are established and maintained to ensure the effective operation of the service.

7.3.5- Service practices are based in effectively documented policies and procedures that are available at the service and reviewed regularly.

## **Aim**

*To work towards embedding sustainable practices, be a positive role model and an advocate towards environmental sustainability within the community.*

## **When to use this Policy**

1. At all times & when implementing the educator induction as well as roles and responsibilities.
2. Daily through centre programs
3. Through ongoing Centre reflection in regards to Environmental Sustainability
4. When reviewing the centres sustainable practices

## **Process Steps**

### **Induction of a new educator.**

- The Centre Director is to follow the Centre induction policy and complete an educator induction checklist for all new educators. Areas within the induction process cover the ESO role and awareness.

### **Implementing daily duties.**

- All educators are to be familiar with the centre's Environmental Sustainability policy, Centre policies and procedures, and company core values. These are to be implemented throughout the course of each and every working day.

- The Centre will have an appointed Environmental Sustainability Officer (ESO) who will oversee the main role within the centre and also mentor members of the centres community to be aware of and proactive in regards to environmental sustainability.
- It is each individual educator's responsibility to actively aware of environmental sustainability and consciously incorporating it into the Centre. Educators will make sustainable practices a part of their everyday routine and take ownership over the daily implementation.
- The Centre is to display relevant signage and reading material in the educator room, as well as have it on display for families within the foyer, such things posters that reflect best practices towards ES, internal ES plans for the centre, as well as external information made available
- All new families will be made aware of the centres environmental sustainability practices during the initial show through at the centre. Displays will be kept current, informative and aesthetically appealing by the appointed centre ESO.

### **Reflecting upon Centre practices.**

- Educators and staff involved with the centre will endeavour to implement practices that incorporate environmental sustainability into every day experiences. Some experiences may include, but are not limited to:
  - Recycling of waste products/ minimising waste within the centre
  - Introducing recycling bins, educating children about the importance of these
  - worm farms (appropriately use/dispose of organic waste)
  - using recycled products in the program plan
  - composting
  - recycling of water/ water conservation
  - energy conservation – auditing electricity bills month by month, earth hours, lights off in rooms not being used, air conditioner usage etc.
  - usage of eco-friendly cleaning products where possible
  - planting vegetable gardens/fruit trees, educating/discussing with children and families benefits of home grown food
  - Program plans with clear curriculum that links to environmental sustainability
  - Solar power
  - Wrap less food ie. Reducing cling wraps/foils with the use of lidded containers for lunch and snacks
  - Annually acknowledging and participating in community events within the centres calendar of events such as: Clean up Australia Day; National Recycling Week; National Tree Day
  - Inviting families and members of the centres community to share ideas about sustainability
  - Use the centre's position in the community to advocate for environmental sustainability
- The centre will encourage its community to be advocates of environmental sustainability through discussions, displays and role modelling positive behaviours and attitudes
- The centre will continually evolve to incorporate sustainable practices

### **Educators techniques**

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- To have a clear understanding of the centres policies, procedures and practices as well as the company core values
- To undertake training and ongoing professional development in Environmental Sustainability.
- To actively participate and educate others with sustainable practices through their program plan and room routines

- To support the centre to continually evolve its sustainability practices and attitude
- To be active in the review of the centres Environmental Sustainability procedures, policies and practices.
- To have an Environmental Sustainability Officer (ESO) within the educators who will oversee the policy and procedure implementation, be in alignment with their roles and responsibilities, and be an advocate for co-educators.
- Use local council for support and to source information regarding sustainable practices within the community
- Share environmental sustainability practices with families and encourage their involvement within the centre and also awareness within the home environment

### **Related Policies**

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|------------------------------|-----------------------|
| • Child Development          | • Family Involvement  |
| • Sun Protection             | • Educational Program |
| • Water Safety               | • Nutrition           |
| • Outdoor Supervision        |                       |
| • Interactions with Children |                       |

### **Sourced**

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Education and Care Services National Regulations 2011

<http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/nqf/edcareservices.pdf>

Education and Care Services National Law Act 2010

[www.legislation.vic.gov.au/Domino/Web\\_Notes/.../10-069a.doc](http://www.legislation.vic.gov.au/Domino/Web_Notes/.../10-069a.doc)

National Quality Standards

<http://www.acecqa.gov.au/Quality-Areas>