



Environmental Sustainability Educators

NQS Element 3.2.3 Environmentally responsible

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

	ED1	ED2	ED3	ED4	ED5
Daily Practices					
Do you implement helper charts with specific jobs for children to help care for and sustain the environment eg composting and electricity monitor?					
Do you ensure children take turns at being responsible for turning off unnecessary lights, taps, A/C etc?					
Do you ensure children share responsibility for adding food scraps to compost/worm garden?					
Do you make sure all appliances are turned off (at switch) at the end of the day?					
Do you integrate learning about the environment and sustainability into everyday activities?					
Do you use natural light and ventilation wherever possible/sufficient?					
Do you ensure learning environments (inside and outside) include lots of safe recycled resources?					
Do you ensure learning environments (inside and outside) include lots of diverse natural elements and loose parts?					
Do you involve children in daily decisions about environmental issues eg how to control snails in veggie patch?					
Regular Practices					
Do you engage children in gardening activities eg cycle of planting, mulching, watering, growing, harvesting, cooking and eating food grown in garden?					
Do you use current environmental news items to intentionally teach respect for the environment and sustainability?					
Do you extend learning/use intentional teaching to promote learning about the environment eg marine life, plastics, water conservation, renewable resources (wind, solar, hydro), food chain, forests, erosion, landfill, animals, insects?					
Do you consolidate washing loads and only wash each child's linen after their weekly attendance (unless soiled)?					
Do you hang washing outside on washing lines rather than using dryers where possible?					
Do you involve children in 'real work' responses to environmental challenges eg creating insect hotel?					
Have you established 'baseline' measures of how much electricity, gas, water the service uses, and how much rubbish goes to landfill, so you can help the children measure future increases or reductions?					
Do you help children monitor how much electricity, gas, water the service uses and how much rubbish goes to landfill eg in a large graph?					

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Do you use a rain gauge with the children to measure/graph rainfall?					
Have you labelled bins (eg with pictures of rubbish children can put in there)?					
Do you use electronic communications (eg for room/group newsletters) to conserve paper where families are happy with this form of communication?					
Do you regularly ask families to provide recycled paper/materials?					

Actions required