**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 23, 29 July to 2 August 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 3.2.3** | **Environmentally Responsible** The service cares for the environment and supports children to become environmentally responsible. |
| **Strengths** | **MEETING Regular Activity for Environmental Responsibility:** Educators facilitate regular activities like gardening with native plants, active recycling, and monitoring water usage. Children also participate in caring for centre pets and learn about the human impact on nature through practical applications, such as appointing utility monitors and making decisions about air-conditioner use versus opening windows.  **Learning about Human Impact on the Environment:**  In activities such as observing the effects of littering on local ecosystems, children learn about the negative impacts of human activity. Discussions and projects on recycling and conservation teach them about their role in mitigating environmental damage.  Children engage in **exploratory walks and science talks to learn about the diversity of life**, from insects to plants. By creating habitat models and participating in bug safaris, they gain a hands-on understanding of various ecosystems and the importance of biodiversity.  **Our spaces are utilised to enhance life skills with practical applications in sustainability. This** includes using our veggie gardens for teaching about food origins and sustainability, organising recycling stations for practical lessons in waste management, and using kitchen spaces for cooking, emphasising the reduction of food waste.  Through setting up and maintaining an aquarium or terrarium, children observe firsthand how **different species depend on each other** and their environments. These activities are supplemented with discussions on the importance of each species in maintaining ecological balance.  **EXCEEDING**  **Embedded practice -** **Educators’ Practice and Service Philosophy:** Educators' practices in sustainability mirror our service philosophy by ensuring high-quality learning outcomes in environmental responsibility. They address community environmental concerns and cater to children's interests, integrating eco-friendly activities based on their suggestions, thereby making sustainability a personal and engaging matter for each child.  **Critical Reflection -****Influence of Recognised Environmental Guidance:** Our educational practices are informed by recognised guidelines like 'Climbing the Little Green Steps', ACECQA's sustainability videos, and resources from Cool Australia and The Edible Schoolyard Project. These guide our comprehensive approach to embedding sustainable practices throughout our curriculum, ensuring a consistent and impactful learning experience.  **Supporting Families in Environmental Practices:** We actively support families in adopting environmentally responsible habits by providing information on recycling programs, energy-efficient appliances, and the benefits of home veggie gardens. We also engage families in discussions about local environmental issues and practical ways to reduce household energy and water consumption, fostering a community-wide approach to sustainability.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.2.3 | Limited integration of environmental sustainability practices and support for children's environmental responsibility. | To enhance the service's commitment to the environment and promote children's understanding and engagement in environmentally responsible practices. |  | Review practices: Evaluate current practices on sustainability and children's engagement. Identify areas for improvement and integration into routines and curriculum.  Professional development: Provide ongoing training for educators on environmental sustainability.  Curriculum integration: Incorporate sustainability concepts into learning areas with age-appropriate activities.  Enhance learning environment: Create a nature-rich environment, promote recycling, and connect with local nature spaces. | *Educators regularly implement activities that teach children to be responsible for and care for the natural environment. Activities include:*   * active recycling/waste reduction * tending native/veggie gardens and gardening activities * caring for centre pets/animals * noting responsible water usage * look at interactions between people and other living things, and human impact on the environment * appointing utility monitors (turn off taps and lights) * discussing use of the air-conditioner and open windows. |  |  |
| 3.2.3  **Exceeding  Embedded** | Inconsistency in educators' practice aligning with the service's philosophy on sustainability and environmental responsibility. | To ensure that educators' practice consistently reflects the service's philosophy on sustainability and environmental responsibility. |  | Promote professional development: Provide educators with workshops, training, and online resources to deepen their understanding of sustainability and environmental responsibility.  Encourage collaborative planning: Foster discussions among educators to align practices with sustainability principles, incorporating them into regular team meetings and daily routines.  Conduct environmental audits: Regularly assess the service's practices and environment for sustainability alignment, creating action plans to address any gaps or inconsistencies.  Lead by example: Educators should model sustainable behaviours, such as conserving energy, minimising waste, and respecting the natural environment. | *Educators’ practice relating to sustainability and environmental responsibility reflects the service’s philosophy in the following ways.*   * Ensuring high-quality learning outcomes around sustainability and environmental responsibility. * Meeting community needs, for example, community environmental issues.   Meeting children’s interests, for example, including issues/activities based on children’s ideas and interests. |  |  |
| 3.2.3  **Exceeding  Critical reflection** | Limited incorporation of current recognised guidance on environmental sustainability into practice. | To ensure that our practice aligns with current recognised guidance on environmental sustainability and caring for the environment. |  | Research and review: Stay updated on current guidance and best practices for environmental sustainability.  Professional development: Provide ongoing training for educators to enhance their understanding of environmental sustainability.  Curriculum alignment: Ensure our curriculum reflects current guidance on environmental sustainability.  Environmental audits: Regularly assess our implementation of environmental sustainability practices.  Collaboration and partnerships: Collaborate with experts and local initiatives to improve our understanding and practices. | *Current recognised guidance on environmental sustainability and caring for the environment informs our practice. We refer to:*   * Climbing the Little Green Steps * ACECQA’s former NQS Professional Learning Program   + [Embedding Sustainable Practices video – part 1 of 3](http://www.youtube.com/watch?v=aVBdmWI7YEk)   + [Embedding Sustainable Practices video – part 2 of 3](http://www.youtube.com/watch?v=xqG6upOU8xg)   + [Embedding Sustainable Practices video – part 3 of 3](http://www.youtube.com/watch?v=S6BSRc_F4xk) * Cool Australia * The Edible Schoolyard Project * Planet Ark * Getting Started with Sustainability in Schools * Early Childhood Environmental Education Network. |  |  |
| 3.2.3  **Exceeding  Families and community** | Limited support for families in understanding and engaging in environmentally responsible and sustainable practices. | To effectively support families in understanding and engaging in environmentally responsible and sustainable practices. |  | Parent education: Conduct regular sessions to educate parents on environmental responsibility and sustainability.  Communication: Regularly share information and resources with families through newsletters, emails, or social media.  Collaborative projects: Involve families in community initiatives promoting environmental sustainability.  Home-based activities: Provide families with ideas for eco-friendly activities they can do at home.  Community partnerships: Collaborate with local environmental organisations to organise workshops and events for families. | *Educators support families to understand and engage in environmentally responsible and sustainable practices. For example, our educators:*   * provide community information about recycling/waste reduction, charities that accept donations of clothes/food, charities that provide quality second-hand goods, composting facilities, collection days for old paints/chemicals/electronic goods * provide information about energy-efficient appliances (that the service has bought) * provide information about veggie gardens, harvesting and cooking self-grown food from an environmental perspective (reduced packaging and food waste) * provide information about non-toxic/green cleaning products * engage in discussions with families about water-wise practices, savings in electricity costs from environmental practices (turning lights off, adjusting A/C temperature) * engage in discussions with families about local environmental issues. |  |  |

**Summary of Exceeding Themes Standard 3.2 Use**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Educators’ practice relating to sustainability and environmental responsibility reflects the service’s philosophy.* |
| 2. Practice is informed by critical reflection | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Current recognised guidance on environmental sustainability and caring for the environment informs our practice.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Educators support families to understand and engage in environmentally responsible and sustainable practices.* |