



## Assess your practice first.

Read the below description and evaluate it in relation to your practices.

### 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.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

**Embedded Practice** - Please discuss how educators' practice relating to sustainability and environmental responsibility reflects the service's Philosophy.

**If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.**

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

## Look at the words in detail to identify what is exceeding.

Please discuss **how educators' practice relating to sustainability and environmental responsibility reflects the service's Philosophy.**

### Educators' Practice Relating to Sustainability and Environmental Responsibility

This refers to the actions and behaviours of educators in their role as facilitators of learning and development. It involves how educators incorporate sustainability principles and practices into their teaching strategies, interactions with children, and the overall learning environment. Educators engage children in activities and experiences that promote environmental responsibility, such as teaching about conservation, waste reduction, and caring for the natural world. They also model sustainable behaviours themselves, demonstrating practices like energy conservation, recycling, and respecting nature.

### Reflecting the Service's Philosophy.

This refers to how educators' practice aligns with and reflects the service's philosophy, which is the guiding belief system or set of principles that inform the service's approach to education and care. The service's philosophy may include values and commitments to sustainability, environmental stewardship, and promoting a sense of responsibility towards the environment. When educators' practice reflects the service's philosophy, it means that they actively incorporate sustainability and environmental responsibility into their teaching and interactions with children, ensuring that these principles are consistent with the overall vision and values of the service. This alignment ensures a cohesive and integrated approach to sustainability within the educational setting.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how educators' practice relating to sustainability and environmental responsibility reflects the service's Philosophy.

**Recycling Initiatives:** Educators lead by example by implementing comprehensive recycling programs within the centre. They teach children how to sort waste and explain the importance of reducing landfill, reflecting our philosophy of sustainability and responsible waste management.

**Energy Conservation:** The service installs solar panels and uses energy-efficient appliances. Educators explain energy conservation to the children, integrating discussions about renewable energy sources and their benefits, aligning with our commitment to reducing environmental impact.

**Water-Saving Practices:** Educators implement water-saving measures, such as using rainwater tanks for garden watering and installing water-efficient fixtures. They engage children in conversations about water cycles and the importance of conserving water, supporting our philosophy of sustainable living.

**Green Gardening:** The centre maintains a vegetable and native plant garden, which educators use as a teaching tool to discuss local flora and the importance of pollinators. This practice not only supports our philosophy of connecting with nature but also teaches children about local ecosystems and food origins.

**Eco-Friendly Materials:** In art and craft activities, educators use recycled or sustainably sourced materials. This practice demonstrates our commitment to reducing environmental impact and is used as an opportunity to discuss the life cycle of materials with the children.

**Community Clean-Up Events:** Educators organise local clean-up events, involving children and their families. This practice promotes community involvement and stewardship of local environments, mirroring our

philosophy that environmental care extends beyond the centre.

**Sustainability Education Sessions:** Regular sessions are held where children learn about different environmental issues, such as climate change, pollution, and biodiversity. These sessions are designed to cultivate an understanding and appreciation of environmental challenges, reinforcing our service's philosophy of fostering informed and responsible future citizens.

**Your turn. Select a point from above and break it down into the subsections.**

Please discuss how educators' practice relating to sustainability and environmental responsibility...

...reflects the service's Philosophy.