



Assess your practice first.

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

Exceeding – Critical reflections. 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.

[Embedding Sustainable Practices video – part 1 of 3](#)
[Embedding Sustainable Practices video – part 2 of 3](#)
[Embedding Sustainable Practices video – part 3 of 3](#)

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

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

Critical Reflection - Please discuss how service/educators' practice is informed by current recognised guidance on environmental sustainability and caring for the environment.

If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.

Week 23, 29 July to 2 August 2024 – 3.2.3 Environmentally Responsible Copyright Centre Support Pty Ltd 2024 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

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

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

Please discuss [how service/educators' practice is informed by current recognised guidance on environmental sustainability and caring for the environment.](#)

Service/Educators' Practice. This refers to the actions and behaviours of the service and educators in their approach to teaching and interacting with children. It encompasses how they incorporate environmental sustainability and caring for the environment into their daily practices, routines, and curriculum. The service and educators create a learning environment that create environmental awareness, responsibility, and sustainable practices.

Guidance on Environmental Sustainability. This refers to recognised and established guidelines, principles, and frameworks that provide direction and best practices for incorporating environmental sustainability into educational settings. These guidance documents may come from reputable sources such as government agencies, educational institutions, or professional organisations. They outline strategies, goals, and approaches to promote environmental sustainability and caring for the environment within educational contexts.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Curriculum Development: Educators use recognised guidance documents, such as the new EYLF and MTOP, to inform the development of their curriculum. They

align learning outcomes and activities with the approved learning frameworks to ensure comprehensive coverage of environmental sustainability concepts. This involves integrating themes like biodiversity, climate change, and waste reduction into their lessons.

Professional Development: Educators regularly participate in professional development courses and workshops offered by organisations such as Sustainability Victoria and Cool Australia, keeping their teaching methods current and effective in conveying environmental stewardship.

Utilisation of Resources: Resources from the [Australian Association for Environmental Education \(AAEE\)](#) are used to create interactive and engaging activities for children. These resources help convey complex environmental concepts in a manner that is accessible to young learners.

Community Engagement: Following guidance from local environmental groups and councils, educators involve children in community initiatives such as tree planting days and local environmental fairs, promoting active participation in community sustainability efforts.

Eco-friendly Infrastructure: The service adopts recommendations from the [Home - Green Building Council of Australia \(gbca.au\)](#), incorporating sustainable materials and energy-efficient designs into the infrastructure of the educational setting. This serves as a live learning aid for children to understand and observe sustainability in action.

Waste Management Practices: By sticking to the guidelines set by the National Waste Policy, educators implement effective waste management practices within the centre. This includes composting organic waste, recycling, and teaching children about the impact of waste on the environment.

Water Conservation Measures: Following best practices outlined by [Waterwise School Water Programs - Water Corporation](#), the service implements water-saving measures such as installing low-flow taps and educating children about the importance of water conservation through various learning activities.

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

Please discuss **how service/educators' practice is informed by current recognised guidance...** (Remember reading these descriptions becomes a part of the reflection).

... **environmental sustainability and caring for the environment.** (Describe the changes you made after the reflection).