# 3.2.3 Environmentally responsible

The service cares for the environment and supports children to become environmentally responsible.

Caring for the environment includes sustainable service operations.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of a regular activity that teaches children to be responsible for and care for the natural environment.  | Please discuss how educators’ practice relating to sustainability and environmental responsibility reflects the service’s philosophy. |
| **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. | **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. |
| Please give an example of an activity or experience where children learnt about the impact of human activity on the environment and the effect this has on other living things.  | Please discuss how current recognised guidance on environmental sustainability and caring for the environment informs service/educators’ practice. |
| **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. | **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](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) |
| Please give an example of an activity/experience where children learnt about the huge variety of animals, plants, insects etc and their habitats.  | Please give an example of how you/your team support families to understand and engage in environmentally responsible and sustainable practices. |
| **Exploring Biodiversity:**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. | **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. |
| Please give an example of the way you use spaces to promote life skills, for example, growing food and recycling. | Please give an example showing how you or your team regularly organise child-directed activities promoting environmental awareness or responsibility. |
| **Promoting Life Skills in Environmental Contexts:**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. | **Organising Child-Directed Environmental Activities:** Our team regularly organises activities that promote environmental awareness, led by the children’s interests. These include appointing utility monitors, caring for centre pets, and engaging in STEM projects that explore environmental issues. This child-directed approach ensures that the lessons in sustainability are relevant and impactful, fostering a deep understanding and commitment among the children. |
| Please give an example of an activity/experience where children learnt how living things depend on each other and the environment.  | Please give an example showing you or your team reflecting on opportunities to support children’s environmental awareness and responsibility. |
| **Understanding Ecological Interdependence:**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. | **Reflecting on Environmental Awareness Opportunities:** Reflecting on our practices has led to the introduction of more targeted environmental education such as setting up native gardens and acquiring chickens to teach about ecosystems. We also plan regular excursions with an environmental focus and connect our sustainability teachings with home activities, ensuring a holistic approach to environmental awareness and responsibility. |