

## Environmental responsibility – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 2.2, 3.2</b></p> <p><b>Regulations: 103, 113</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">Environmental Education for Schools policy</a></p>	<p><a href="#">United Nations Sustainable Development Goals</a></p> <p><a href="#">Little Green Steps: Supporting Education for Sustainability in the Early Years</a></p> <p><a href="#">Cool.org</a></p>

## Responsibilities

<p><b>School principal</b></p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>the preschool is compliant with legislative standards related to this procedure at all times</li> <li>all staff involved in the preschool are familiar with and implement this procedure</li> <li>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p><b>Preschool</b></p>	<p>The preschool supervisor supports the principal in their role and is</p>

<p><b>supervisor</b></p>	<p>responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>• analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>• reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>• they are actively involved in the review of this procedure, as required, or at least annually</li> <li>• details of this procedure's review are documented.</li> </ul>

## Procedure

<p>Introduction and philosophy</p>	<p>The preschool teachers, educators, children and families will endeavour to work towards a more sustainable future through our daily practices, choices and interactions. The children will be provided with education for sustainability through planned experiences and actions. Staff, children and families will be encouraged to be advocates for a sustainable future.</p> <p>Make a statement that reflects the views, beliefs and philosophy of the preschool community. Consider reflecting on and responding to one or</p>
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	<p>more of these prompts:</p> <ul style="list-style-type: none"> <li>• Sustainability means teaching the children to be environmentally aware. Educators aim to teach children how their actions impact the environment and what they can do to help the environment. Educators will try to roll model sustainable practices to reduce the centre's impact on the environment</li> <li>• The preschool will further aim to help educate families and communities by showing them ways of being more sustainable.</li> <li>• The preschool believes teaching this is important, as it is committed to fairness for future generations enjoying healthy water, soil, air, climate, biodiversity.</li> <li>• The preschool sees aims to give children agency and understands that children can enact positive changes.</li> <li>• The preschool will call on community organisations to come in and help educate children and families of sustainable practices.</li> <li>• The preschool aims to teach the three dimensions of sustainability: environmental, social and economic.</li> <li>• The school's Aboriginal Education Officer will incorporate as part of her weekly experiences at the preschool an Aboriginal perspective to the learning of sustainable practices.</li> </ul>
<p>Links to the EYLF</p>	<p>The preschool's approach to sustainability spans environmental, social and economic dimensions that are intertwined</p> <ul style="list-style-type: none"> <li>• These are embedded in daily routines and practices, including sharing of resources and reducing waste</li> <li>• Teachers and educators support children to             <ul style="list-style-type: none"> <li>○ advocate and act for positive change</li> <li>○ envision a sustainable future that is healthy, just and vibrant for all</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ explore notions of sustainability so that they learn what they can do to make a difference</li> <li>○ listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations.</li> <li>• the preschool focuses on caring for the natural world and protecting, preserving and improving the environment.</li> <li>• the preschool promotes inclusion and living peacefully, fairly and respectfully together</li> <li>• The preschool promotes an understanding of economic sustainability, the value of money, and economic inequality</li> </ul>
Nature	<p>Children are able to access, explore and experience the natural environment in both indoor and outdoor learning environments. These include:</p> <ul style="list-style-type: none"> <li>• gardening projects</li> <li>• bio-diversity activities</li> <li>• learning about lifecycles through access to spiny leaf insect pets</li> <li>• hands on science activities that highlight the natural world</li> <li>• collections of natural items such as shells, twigs, and pebbles that children use in their play.</li> </ul>
Water	<p>Children are supported to be aware of water as a resource, learn about the properties of water and are shown how it is vital to all life. The preschool promotes saving water through:</p> <ul style="list-style-type: none"> <li>• half flush toilets</li> <li>• the rainwater tank</li> <li>• everyday activities that teach children about the importance of water.</li> </ul>

	<p>Educators model ways to save water. They:</p> <ul style="list-style-type: none"> <li>• re-use water play water for the garden</li> <li>• use the rainwater tank</li> <li>• use brooms for sweeping</li> <li>• mulch the gardens.</li> </ul>
Waste	<p>Educators model responsible ways to dispose of waste, including:</p> <ul style="list-style-type: none"> <li>• reducing, recycling, and re-using materials</li> <li>• provide alternatives to landfill such as composting and worm farms</li> <li>• promote recycling with families</li> <li>• encouraging nude food</li> <li>• providing bins or tubs to separate waste</li> </ul>
Energy	<p>The staff model responsible energy use including</p> <ul style="list-style-type: none"> <li>• turning off lights when not in a room</li> <li>• efficient use of air conditioners</li> <li>• turning electrical items off at the end of the day</li> </ul> <p>Children are taught to be responsible with energy use. Families are further supported through pamphlets in the parent information area.</p>
Toxins	<p>The staff limit the use of harsh toxins and chemicals in the environment, Children have no access to any chemicals or toxins.</p>
Resources	<p>The staff are committed to purchasing resources that have less impact on the environment, such as purchasing less plastic items and limiting plastics going into landfill by using natural materials wherever possible.</p>



<p>Management and policy</p>	<p>The staff will engage with aspects of environmentally responsible practice by embedding it into everyday practice.</p> <p>This will include meeting discussions, attending professional learning, reaching out to other services and preschools through networking, describing how the preschool is environmentally responsible to families during parent information orientation session.</p>
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### Record of procedure's review

<p><b>Date of review</b></p>	<p>15/12/23</p>
<p><b>Who was involved</b></p>	<p>preschool team, whole school staff team, children, and families</p>
<p><b>Key changes made and reason why</b></p>	<p>New procedure made in accordance with the DOE preschool handbook guideline.</p>
<p><b>Record of communication of significant changes to relevant stakeholders</b></p>	<p>Principal: participated in review, handed updated copy</p> <p>Staff: participated in review, updated copy in staffroom policy folder</p> <p>Parents: participated in review, updated copy on website</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.