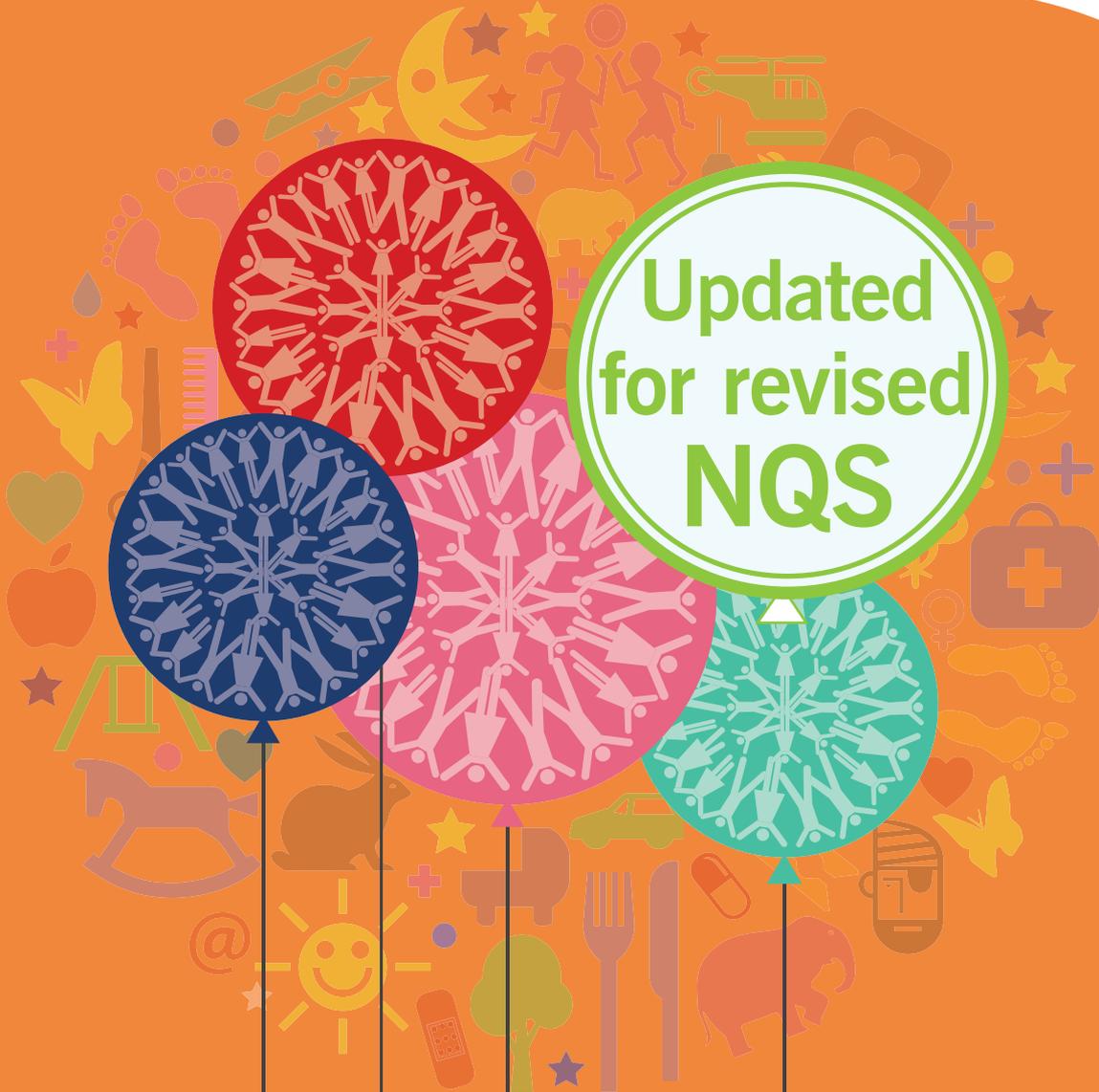


# CHCECE025

## Embed sustainable practices in service operations



Updated  
for revised  
NQS

*Learner guide*



**aspire**  
learning resources

CHCECE025

# **Embed sustainable practices in service operations**

Release 2

**Learner guide**

Aspire Version 2.1



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### CHCECE025 Embed sustainable practices in service operations, Release 2



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## Before you begin

This learner guide is based on the unit of competency *CHCECE025 Embed sustainable practices in service operations*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au)

## How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete.

Feature of the learner guide	Explanation
Learning content	<ul style="list-style-type: none"> <li>▶ Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.</li> </ul>
Examples	<ul style="list-style-type: none"> <li>▶ These highlight learning points and provide realistic examples of workplace situations.</li> </ul>
Practice tasks	<ul style="list-style-type: none"> <li>▶ Practice tasks give you the opportunity to put your skills and knowledge into practice. Your trainer will tell you which practice tasks to complete.</li> </ul>
Video clips	<ul style="list-style-type: none"> <li>▶ Where QR codes appear, you can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a></li> </ul> 
Summaries	<ul style="list-style-type: none"> <li>▶ Key learning points are provided at the end of each topic.</li> </ul>
Learning checkpoints	<ul style="list-style-type: none"> <li>▶ There are learning checkpoints at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.</li> </ul>



## Topic 1

In this topic you will learn about:

- 1A Identifying aspects of sustainability**

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- 1B Identifying areas for change**

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- 1C Implementing change**

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## Developing a sustainability management plan

As community awareness of environmental issues increases, so does the need for environmental programs for children. The main aim of an environmental program is to provide children with the knowledge, skills and attitudes to help them become environmentally responsible.

Environmental education should be incorporated into the service's program and become part of its daily practice. Sustainability should also be embraced by the whole service. This allows all children, staff and families to take ownership of the process.

Developing a sustainability management plan (SMP) is a good way to address sustainability in your service. It provides a mechanism to guide people through the process of change by formalising the targets, goals and practices.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

<b>National Quality Standard</b>	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children’s health and safety
✓	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
✓	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
<b>Early Years Learning Framework</b>	<b>My Time, Our Place</b>
<b>Principles</b>	
	Secure, respectful and reciprocal relationships
	Partnerships
✓	High expectations and equity
	Respect for diversity
✓	Ongoing learning and reflective practice
<b>Practice</b>	
	Holistic approaches
✓	Responsiveness to children
	Learning through play
	Intentional teaching
✓	Learning environments
	Cultural competence
	Continuity of learning and transitions
✓	Assessment for learning
<b>Outcomes</b>	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

# 1A Identifying aspects of sustainability

Everything you do involves the use of materials and resources, both natural and man-made. However, even man-made products are derived from nature; for example, plastics are made from petroleum products, which are derived from naturally occurring, ancient, irreplaceable fossil deposits. Every aspect of your life is dependent on the natural world and your relationship with it. Sustainable practice is about understanding that your wellbeing is dependent on the health of the planet and that the resources you depend on daily are not limitless.



As a role model for children, it is your responsibility to increase your knowledge and practice of sustainability, and to educate children and your community through the way you manage your service.

The first step in developing an SMP is to look at your service's environmental policies and procedures and establish how these have been put into practice. In doing this you are identifying the aspects of sustainability that are already in place.

## Sustainability issues

You have the chance to educate future generations about their important role in caring for the environment. Your service can become the place where simple acts of sustainable practice are modelled.

The world is currently faced with a number of environmental issues, which are a direct result of humans' impact on the planet. All life on the planet is dependent on the sun, the atmosphere, water, the land and the resulting weather patterns. Everything in the natural world is connected.

To modify your service's practices and lessen its impact on the environment, you must first understand the following key issues and your contribution to them.

### Climate change and the greenhouse effect

Climate change and the greenhouse effect refer to changes in climate over decades. The average temperature of the Earth is rising; this is known as global warming. This warming of the climate has been recorded since the industrial revolution, when fossil fuels were first burnt to power machinery.

The Earth's atmosphere naturally contains greenhouse gases, which absorb radiation, protect the planet from the freezing temperatures in space and keep the planet warm and capable of supporting life. However, our increasing reliance on fossil fuels – petrol, coal, oil and natural gas – has dramatically increased the amount of carbon dioxide (one of the main greenhouse gases) in the atmosphere.

The other significant contributor to the continuing increase in greenhouse gases is tropical deforestation for agriculture to feed the growing human population.

As a result of these factors, the climate and the oceans are warming, sea levels are rising, and extreme weather and temperature conditions are occurring. All of these factors, if they remain unchecked, threaten the natural environment and the ability for living things, including people, to survive.

## Ozone layer

The ozone layer in the Earth's atmosphere acts to protect the Earth from UV radiation from the sun. UV radiation has been linked to skin cancer, genetic damage and immune system suppression.

Holes in the ozone layer over parts of the Southern Hemisphere, including the Antarctic and Australia, have been caused by the emission of ozone-depleting substances. These substances are commonly used in refrigerators, air conditioners, fire extinguishers, dry cleaners, electronic equipment and agricultural fumigants.

## Earth's resources

The natural resources on Earth are not limitless. It has taken millions of years to create the resources people use. Buildings are made of stone, concrete and metal – materials all mined from the ground. They are lit, heated and cooled with ancient fossil fuels. Sources of food, both plants and animals, are living things that depend on a sustainable environment for continued production. Most of the things people use need to be transported, sometimes from across the world, using fossil fuels to power ships, planes and trucks.

Everything you do requires a fully functioning and healthy ecosystem. It's hard to imagine what life would be like without any of these resources, but they aren't infinite.

## Biodiversity

The necessities for life on Earth are sunlight, air and water. Together with plant life, which functions to prevent erosion of the soil, conserve ground water and convert carbon dioxide to oxygen, they form a sustainable cycle.

The term 'biosphere' refers to all life on Earth and its interdependence. Plants and animals are the food source for all insects and animals. All life produces organic waste and dies, fertilising the soil, which nourishes plants; in this way the cycle continues. Within this biosphere, there are different kinds of ecosystems or habitats.

The greater the variety of life in an ecosystem, the healthier and stronger it will be. Human population growth and land use have had a destructive impact on ecosystems. Natural ecosystems have been destroyed, poisoned with pesticides and polluted by human activity.

# Sustainability in education and care

Sustainability is addressed in the National Quality Standard (NQS) and other relevant frameworks.

Quality Area 3.2 of the NQS relates to the active role your service should be taking in caring for its environment and contributing to a sustainable future with the involvement of the children.

Element 3.2.1 says that children should spend time in natural environments, while Element 3.2.3 encourages educators to care for the environment and support children to become environmentally responsible.

For more information about the NQS, go to: <http://aspirelr.link/nqf-guide>

Outcome 2 of *Belonging, being and becoming: The early years learning framework for Australia* (EYLF) and *My time, our place: Framework for school age care in Australia* (MTO) relates to ways children are connected to and contribute to their world. It suggests that embedding sustainability into daily routines and practices is an effective way to promote children's learning in this area.

## Sustainability policies

Most services have a sustainability policy, which identifies how they plan to reduce waste, conserve power and encourage recycling. The following is an example of a sustainability policy for a children's service.

### Example

#### **Environmental Sustainability – Code of Practice Policy**

The service aims to develop and implement environmentally sound practices and programs that recognise our responsibility to protect and preserve the environment, and to foster in children an ongoing commitment to caring for the world in which they live.

#### **Code of practice**

The development and implementation of an environmentally sound code of practice underpinned by the principles of conservation and environment protection was a charter of the Environmental Work Team. The following code of practice has been developed to this end, which for the healthy growth and wellbeing of both the children and adults, for the protection and care of the environment, and in order to maintain consistency and ongoing reinforcement of environmentally responsible behaviours and attitudes, we ask all parents, staff, students and visitors to recognise and practice the following at all given opportunities.

At the children's service we always endeavour to do the following:

#### **Nature**

- ▶ Take care to ensure plants and animals are not harmed when playing outdoors.
- ▶ Plant predominantly native trees and shrubs in the garden.
- ▶ Use the garden and outdoor environment as a learning environment and a natural resource.
- ▶ Involve children in all activities in regard to gardening, recycling and care of the animals.
- ▶ Ensure that all things borrowed from the garden for play purposes are replaced in the garden after use.

#### **Waste**

- ▶ Give kitchen staff food scraps to take home for animals.
- ▶ Use utensils at functions which are not disposable.
- ▶ Provide bins for recycling indoors and outdoors, and arrange for collection of waste, paper, plastics, aluminium, steel and glass.
- ▶ Avoid the use of throwaway plastic wrappings by using containers with lids and tea towels.
- ▶ Make double-sided photocopies or use the reverse side for written notes.
- ▶ Recycle all envelopes and avoid using envelopes whenever possible (for instance, by fastening newsletters and addressing the blank side and providing material pouches for fee payments).
- ▶ Give due consideration to the potential of any item in regard to repair, reuse or recycling before disposing of it.

#### **Materials and equipment**

- ▶ Use recycled paper for painting, drawing, collage and office notes.
- ▶ Provide handkerchiefs rather than tissues, and hand towels rather than disposable paper towels for hand drying.
- ▶ Use unbleached, not white or coloured toilet paper.
- ▶ Buy products in bulk or recyclable containers and avoid products with excess packaging.
- ▶ Use only recycled materials for all art activities such as collage and threading.
- ▶ Avoid overuse of plastic and manufactured play materials and use whenever possible natural or recycled alternatives.
- ▶ Not use food as play material.

**Energy**

- ▶ Conserve energy by using natural lights as much as possible and by turning off unnecessary lights when leaving rooms.
- ▶ Use natural gas rather than electricity for heating, cooking and hot water.

**Water**

- ▶ Water garden only in the early morning or late afternoon.
- ▶ Provide water containers at the sandpit rather than allow a running hose.
- ▶ Provide half-flush toilets.
- ▶ Use the dishwasher and washing machine only when it is environmentally responsible to do so.

**Cleaning and maintenance**

- ▶ Provide and use environmentally sound cleaning materials, such as bicarb soda, vinegar and spirits of orange where appropriate.
- ▶ Sweep rather than hose down paths.
- ▶ Soak paintbrushes and other activity utensils before washing them, and discourage water wastage by not running taps for extended periods.
- ▶ Not use drains as a means of disposing unwanted materials.
- ▶ Purchase paints in powder rather than liquid form.

**In general**

- ▶ Be alert to potential learning opportunities as they arise and extend these experiences by providing books and other resources whenever appropriate.
- ▶ Encourage parent involvement in environmentally responsible practices by collecting waste materials for collage.
- ▶ At all times be a good model for children by modelling attitudes, values and behaviours that demonstrate respect and care for ourselves, each other and the environment.

## Sustainable work practices

Most services have sustainable work practices already in place. The following table specifies these practices and how they apply to different areas of the workplace. You might get some ideas of new sustainable practices to implement and activities to do with children.

Workplace area	Sustainable practices
<b>Nature</b>	<ul style="list-style-type: none"> <li>▶ Planting local indigenous species that do not require watering and will attract native birds</li> <li>▶ Growing vegetables and fruit to use in meals</li> <li>▶ Using natural open-ended materials where possible, such as log offcuts, bark, leaves and gumnuts</li> <li>▶ Returning natural materials to nature when they are no longer needed</li> <li>▶ Using collected rain water for watering plants and flushing toilets</li> <li>▶ Fertilising plants with worm farm compost</li> <li>▶ Making natural pesticides from herbs</li> <li>▶ Researching, identifying and caring for native wildlife</li> </ul>

Workplace area	Sustainable practices
<b>Waste</b>	<ul style="list-style-type: none"> <li>▶ Minimising waste materials purchased (for example, packaging)</li> <li>▶ Reusing clean waste materials</li> <li>▶ Recycling unwanted waste and equipment</li> <li>▶ Providing handkerchiefs rather than tissues</li> <li>▶ Using cloth towels to dry rather than disposable towels</li> <li>▶ Using only recycled materials for art activities such as threading and collage</li> <li>▶ Using food only for eating</li> <li>▶ Making double-sided photocopies or communicating electronically</li> <li>▶ Using fabric bags rather than plastic for shopping</li> <li>▶ Providing bins for recycling</li> <li>▶ Having a worm farm and compost heap</li> <li>▶ Repairing broken toys and equipment</li> </ul>
<b>Energy</b>	<ul style="list-style-type: none"> <li>▶ Looking for 5-star energy rated appliances</li> <li>▶ Using low-energy globes</li> <li>▶ Keeping windows uncovered to make maximum use of natural light</li> <li>▶ Using light sensors outdoors so lights only come on when needed</li> <li>▶ Dressing warmly to avoid having the heater on too high or too often</li> <li>▶ Keeping thermostats at 20–21 °C</li> <li>▶ Using ceiling fans instead of air conditioners</li> <li>▶ Drying clothes on the washing line instead of using a dryer</li> <li>▶ Using the washing machine and dishwasher only when there is a full load</li> </ul>
<b>Toxins</b>	<ul style="list-style-type: none"> <li>▶ Minimising use of toxic cleaning chemicals</li> <li>▶ Minimising use of toxic gardening chemicals</li> <li>▶ Minimising use of insect repellents by using natural herbal repellents</li> <li>▶ Using natural and biodegradable cleaning agents</li> <li>▶ Cleaning regularly to ensure small amounts of products will be required</li> </ul>
<b>Buildings</b>	<ul style="list-style-type: none"> <li>▶ Having insulation and skylights installed</li> <li>▶ Having solar power and hot water systems installed</li> <li>▶ Inserting north-facing windows to let in winter sun</li> <li>▶ Using shades and blinds to protect the building and windows from heat</li> <li>▶ Taking advantage of natural ventilation</li> <li>▶ Installing water tanks and a water recycling system</li> </ul>

Workplace area	Sustainable practices
<b>Equipment and resources</b>	<ul style="list-style-type: none"> <li>▶ Caring for equipment to extend its life</li> <li>▶ Using recycled paper products and unbleached paper</li> <li>▶ Sweeping paths rather than washing them down</li> <li>▶ Using refillable and reusable containers</li> <li>▶ Reusing clean packaging materials</li> <li>▶ Purchasing from local suppliers</li> <li>▶ Considering the source of the product and the carbon footprint of its production</li> <li>▶ Purchasing materials from second-hand shops or recycling warehouses, for example:               <ul style="list-style-type: none"> <li>– Reverse Garbage (NSW)</li> <li>– Reverse Art Truck and Resource Rescue (Vic.)</li> <li>– It's Not Garbage (SA)</li> <li>– Reverse Garbage (Qld)</li> </ul> </li> <li>▶ Asking parents and others in the community to donate used items and materials to the service</li> </ul>

## Analysing environmental sustainability

While there may be sustainable policies, procedures and practices already in place, you should regularly analyse these areas to assess whether they are still relevant or need to be updated.

## Measuring your carbon footprint

A good way to start looking at environmental sustainability at your service is to calculate its carbon footprint, which is the amount of carbon dioxide released into the atmosphere by your organisation.

A range of carbon footprint calculators are available on the internet; for example, at: <http://aspirelr.link/agc-app>

Carbon accounting is the process of measuring carbon dioxide emissions, and involves responding to questions regarding:

- ▶ building size
- ▶ energy consumption
- ▶ appliances
- ▶ transport
- ▶ food
- ▶ waste disposal
- ▶ purchasing
- ▶ recreational activities.

Measuring the carbon footprint of your organisation before a change in sustainable work practices is useful as it allows you to measure the effectiveness of a change.



## Regular review

Regular review is part of the ongoing quality process in your organisation. Some strategies used to analyse the environmental sustainability of a workplace and examples of what this might look like in practice are outlined in the following table.

Area to review	What to do	Problems you could find
<b>Policy</b>	<ul style="list-style-type: none"> <li>▶ Read policy and conduct a walk-through audit to determine if it is being practised.</li> <li>▶ Check how educators are using power and sustainable products and whether they are recycling.</li> </ul>	<ul style="list-style-type: none"> <li>▶ People not recycling paper.</li> <li>▶ Lights turned on when not needed.</li> <li>▶ Toxic insect repellent used in storeroom.</li> </ul>
<b>Power usage</b>	<ul style="list-style-type: none"> <li>▶ Check electricity invoices.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Electricity usage is high because people are not turning lights off when not in use.</li> </ul>
<b>Water usage</b>	<ul style="list-style-type: none"> <li>▶ Check water usage on bills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increased usage in warmer months because hoses are left running during outdoor play.</li> </ul>
<b>Waste</b>	<ul style="list-style-type: none"> <li>▶ Check if waste is being put in appropriate bins.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Plastics are often not being recycled.</li> <li>▶ Insufficient recycling bins.</li> </ul>
<b>Purchasing</b>	<ul style="list-style-type: none"> <li>▶ Check supplier locations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most suppliers are not local.</li> </ul>
<b>Packaging</b>	<ul style="list-style-type: none"> <li>▶ Inspect supplies in storeroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ No bulk supplies or refillable containers accessible.</li> </ul>
<b>Incidental learning opportunities for children</b>	<ul style="list-style-type: none"> <li>▶ Observe opportunities for children to explore and interact with nature.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Outdoor areas mostly paved; limited garden.</li> </ul>
<b>Educational resources</b>	<ul style="list-style-type: none"> <li>▶ Audit the library.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lack of age-appropriate material about the environment.</li> </ul>
<b>Usage of natural materials</b>	<ul style="list-style-type: none"> <li>▶ Perform a walk-through inspection.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most toys are plastic.</li> </ul>

## SWOT analysis

Another way to analyse environmental sustainability is to do a SWOT analysis. A SWOT analysis lists the strengths, weaknesses, opportunities and threats of a situation, and helps you to evaluate what action to take next. It can be used in the following way to analyse environmental sustainability:

Strengths	Weaknesses
Aspects of sustainability already in place	Areas where improvement has not been considered or barriers prevent improvement
Opportunities	Threats
Areas of potential change	Actions or things that threaten sustainability or damage the environment

## Practice task 1

1. Find a carbon footprint calculator.

a. Briefly explain how it works.

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b. Identify and list the criteria that are being evaluated (e.g. waste, energy and toxins).

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c. Use the carbon footprint calculator to determine the carbon footprint of a service. Write down what you find.

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2. Explain how analysing a service’s carbon footprint links to the NQS and relevant learning frameworks.

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3. Identify the policies and procedures in a service that link to environmental sustainability. Summarise the areas that relate to:

a. Nature

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b. Waste

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c. Energy

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d. Toxins

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4. Explain how these sustainable policies and procedures relate to key global issues such as climate change, the ozone layer, the greenhouse effect, Earth's resources and biodiversity.

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# 1B Identifying areas for change

Enhancing the sustainability of your service is an ongoing process. Developing an SMP means identifying what areas need improvement.

The best results will be achieved if you involve others in brainstorming about possible changes. Ensure that you look at all aspects of the service's delivery and environment for changes that will enhance environmental sustainability and increase the children's connection with nature.



## Enhancing environmental sustainability

Environmental change is the most common area of sustainability. People are becoming increasingly aware of the need for environmental sustainability and you can gain ideas from other services, community organisations, parents and resources, such as books, magazines, television programs and the internet.

The following table lists a range of service components and some areas for potential change.

Service component	Sustainability goal	Potential change
Cleaning and maintenance	<ul style="list-style-type: none"> <li>▶ Reduce pollution.</li> <li>▶ Use less energy.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use non-toxic materials wherever possible.</li> <li>▶ Implement cleaning processes that include natural products.</li> <li>▶ Increase use of sunlight and fresh air for drying clothing and disinfecting surfaces.</li> <li>▶ Use open windows to cool down rooms instead of fans.</li> <li>▶ Use sunlight to warm rooms instead of heaters.</li> </ul>
Building	<ul style="list-style-type: none"> <li>▶ Ensure repairs to the building are environmentally friendly and non-toxic.</li> <li>▶ Renovate interior finishes to reduce toxicity.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use paint and adhesives that have low levels of volatile organic compounds (VOC) that are toxic.</li> <li>▶ Use Green Label Plus or recycled content carpet.</li> <li>▶ Reduce carpet areas to minimise dust and dander collection.</li> </ul>

Service component	Sustainability goal	Potential change
Equipment	<ul style="list-style-type: none"> <li>▶ Reduce carbon emissions.</li> <li>▶ Reduce waste.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Purchase low-energy appliances.</li> <li>▶ Use equipment made from renewable natural sources.</li> <li>▶ Purchase quality second-hand equipment.</li> <li>▶ Recycle unwanted equipment.</li> </ul>
Supplies	<ul style="list-style-type: none"> <li>▶ Reduce waste.</li> <li>▶ Recycle materials.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Purchase in bulk.</li> <li>▶ Use local suppliers.</li> <li>▶ Use refillable containers.</li> <li>▶ Choose items with minimal packaging.</li> <li>▶ Recycle packaging.</li> <li>▶ Source craft materials from recycling suppliers.</li> <li>▶ Purchase recycled paper.</li> </ul>
Transport	<ul style="list-style-type: none"> <li>▶ Reduce carbon emissions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take public transport instead of driving to work.</li> <li>▶ Ride a bike or walk to local areas.</li> </ul>
Natural environment	<ul style="list-style-type: none"> <li>▶ Enhance the local ecosystem.</li> <li>▶ Provide children with opportunities to experience a natural environment.</li> <li>▶ Educate children about food sources.</li> <li>▶ Reduce toxins.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Plant native species.</li> <li>▶ Make a bird bath or feeder.</li> <li>▶ Start a vegetable garden.</li> <li>▶ Use natural pest control methods.</li> </ul>

## Developing children’s connection with nature

When you model and discuss environmentally sound practices, it sends a very clear message to children about why you do what you do. For example, using vinegar to wipe benches will go unnoticed by children unless you make a point of discussing the reason for this choice.

Talking about the environment enables children to take an interest in sustainability. It also helps them to connect with and develop respect for nature. The following table provides a range of other ways to increase children’s respect for and connection with nature.

Outcome to achieve	How to develop children's connection with nature
Knowing where things come from; for example, milk comes from a cow and apples grow on trees	<ul style="list-style-type: none"> <li>▶ Investigate through excursion, research and discussions.</li> <li>▶ Develop a visual supply chain.</li> <li>▶ Grow foods.</li> </ul>
Valuing water resources	<ul style="list-style-type: none"> <li>▶ Talk about the water cycle.</li> <li>▶ Measure how much water is used and think of ways this can be reduced.</li> <li>▶ Use buckets or watering cans instead of a hose to water the garden.</li> </ul>
Experiencing different landscapes	<ul style="list-style-type: none"> <li>▶ Investigate through excursions.</li> <li>▶ Discuss using photographs, posters and the experiences of each child.</li> </ul>
Playing with natural materials	<ul style="list-style-type: none"> <li>▶ Introduce sand, mud, water, leaves, gumnuts, clay, logs, timber blocks or wood offcuts into the play space.</li> </ul>
Learning about seasons and weather	<ul style="list-style-type: none"> <li>▶ Watch weather changes.</li> <li>▶ Talk about the different seasons and why they change.</li> <li>▶ Collect materials or photographic evidence of each season; for example, leaves, frost, rain, lightning and sunshine.</li> </ul>

## Consulting with children

Children are the focus of all curriculum plans and the environment. Therefore, they should be consulted about the sustainability program.

Children are great thinkers and can bring a range of experiences and knowledge into the service from their home and community. By consulting with children about sustainability practices, you are validating their skills, increasing their awareness of sustainability and enhancing their positive connection with nature.

### Ways you might consult with children include:

- ▶ face-to-face discussion and question times
- ▶ written questionnaires, surveys, graffiti sheets and feedback forms
- ▶ art, posters, drama and interactive activities
- ▶ storytelling activities
- ▶ photos and videos
- ▶ brainstorming or speak out sessions
- ▶ child representation on advisory groups, reference groups or focus groups.

## Increase children’s awareness of sustainability

Many sustainability issues are not immediately obvious. For example, children cannot see that rainfall patterns have changed or that coral reefs are dying. Children will continue practices they are familiar with. They can’t make connections between their actions and the impact on the environment until they are taught about this. You need to provide information they can relate to.

### Prepare for a potential change

When you are preparing to introduce a change related to sustainability, involve the children by providing information about the reasons behind the change. Where possible allow children to participate in preparing for the change. They can help measure, cost, count, write notes and draw plans. They can also become aware of why the change is being made.

There are a number of activities you can provide for children to help them learn more about sustainability. The following table identifies some of these activities.

Activity	Topics for discussion	Possible projects
Find out about sustainability topics	<ul style="list-style-type: none"> <li>▶ Recycling</li> <li>▶ Reusing</li> <li>▶ Reducing water use, electricity and waste</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop a recycling system, worm farm or compost heap.</li> <li>▶ Create a method for deciding what items can be reused.</li> <li>▶ Develop a reduction plan and put it in place.</li> <li>▶ Create a water recycling system.</li> <li>▶ Hold community clean-ups or working bees.</li> <li>▶ Organise a toy swap.</li> <li>▶ Develop a green committee.</li> <li>▶ Investigate how water is collected, where it goes and how it is used.</li> </ul>
Finding out about ecosystems	<ul style="list-style-type: none"> <li>▶ How each component has a part to play; for example, if you take the snails from the garden, the birds won’t have anything to eat, and if the birds have nothing to eat, they won’t make eggs and no new birds will be born</li> </ul>	<ul style="list-style-type: none"> <li>▶ Look at how each living thing links to another; for example, bees pollinate flowers and make honey.</li> <li>▶ Establish an ant farm to find out how ants live.</li> <li>▶ Learn about food chains.</li> <li>▶ Explore the life cycle of a butterfly.</li> <li>▶ Keep a cloud diary, with pictures of the sky and what the weather was like.</li> </ul>

Activity	Topics for discussion	Possible projects
Finding out about where products come from	<ul style="list-style-type: none"> <li>▶ Food</li> <li>▶ Power</li> <li>▶ Resources that require power</li> <li>▶ Furniture</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify supply chains.</li> <li>▶ Go on excursions to farms, markets or supermarkets.</li> <li>▶ Organise a voluntary power outage to see how often the group uses items that need power.</li> </ul>

You can find further ideas for talking to children about sustainability at:

- ▶ <http://aspirelr.link/sustainability-for-kids-pinterest>
- ▶ <http://aspirelr.link/ollies-world>

Example

### Discussing a policy change with children

An education and care service has recently adopted a policy of conserving water resources. Children are encouraged to turn taps off quickly and not leave them running longer than necessary.

Darcy, an educator, has organised a series of discussions to engage children in. These discussions will be a continuous process, responsive to the circumstances, and will involve group and individual discussions.

Darcy’s plan for the discussions is based on these questions:

- ▶ Where does water come from?
- ▶ What do we use water for?
- ▶ What if we had no water?
- ▶ What can you do to make sure we don’t waste water?
- ▶ What will happen if we remember to turn off taps and only use what we need?
- ▶ How can we help each other to save water?

## Practice task 2

1. Think of one sustainability goal that a service might have and one potential change they could make that would help them meet that goal. For example, use less energy, which could be implemented by opening windows instead of using air conditioning to cool down rooms.

Write down the goal and the change here.

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2. Describe how you would consult with children about the goal you have chosen to do the following:
  - a. Increase their awareness of sustainability

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b. Prepare them for the potential change

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c. Develop their respect for and connection with nature

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# 1C Implementing change

Developing and implementing strategies to create changes is another important component of the SMP. You also need to evaluate the outcomes of any changes.

## Developing strategies in consultation with children

Where possible, involve children in the development stage of an SMP. This allows you to introduce children to the concept of sustainability and expand their knowledge throughout the process of change.



### Some strategies for consulting with children about change include:

- ▶ sharing information in age-appropriate ways
- ▶ engaging children through your presentation, preparation and methods of sharing information
- ▶ providing hands-on activities and materials for exploration
- ▶ developing visual cues or records for them to share and contribute to
- ▶ providing a choice to participate (not all children will want to participate in a full consultation or project).

## Barriers

Be aware that there may be some barriers to implementation. Not every stakeholder (child, family or educator) has the same values, knowledge or awareness of sustainability issues.

Other barriers may include:

- ▶ the cost of a project
- ▶ little or no time for implementation or research
- ▶ the lack of value to the team or service
- ▶ a low level of commitment.

Acknowledge and address any barriers sensitively to enhance the change process. Most barriers to change can be overcome if sustainability is a priority. Sometimes the enthusiasm and commitment of one person can generate enthusiasm in others. You will find more information about barriers in Topic 3.



## Implementing change

Once a commitment is made, the team can proceed with developing strategies to promote change.

These may include:

- ▶ providing information and education
- ▶ providing opportunities to hear expert speakers
- ▶ inviting people to participate in meetings and activities
- ▶ providing opportunities for feedback.

These strategies strive to maximise the key elements for effective change, as described in the following table.

<b>Education</b>	<p>Two things are essential for sustainable practice:</p> <ul style="list-style-type: none"> <li>▶ Appreciation of the natural world</li> <li>▶ Knowledge of human impact on the natural world</li> </ul> <p>The service must take a role in educating all stakeholders in these matters.</p>
<b>Consultation</b>	<p>Strategies for change must involve all stakeholders. Colleagues, parents and children are valuable resources and may already be involved in implementing sustainable practices outside your organisation. Remember to take into account the knowledge and resources stakeholders can contribute.</p>
<b>Participation</b>	<p>Wherever possible, policies, procedures and practices need to be agreed upon with stakeholders. The more involved people are, the more meaning and relevance the change will hold for them, and the more empowered they will feel.</p>
<b>Action</b>	<p>Changes need to be geared towards positive, achievable goals with clearly outlined tasks and responsibilities. An action plan that defines stakeholders' roles ensures that everyone has a part to play and is responsible for the success of the change.</p>
<b>Recognition of achievements</b>	<p>Acknowledging progress and achievements and taking small steps toward attaining larger goals keeps stakeholders engaged and helps the program maintain its momentum.</p> <p>Global environmental issues often seem far removed from our day-to-day lives. Constant recognition and reinforcement of positive visible changes supports morale and motivation.</p>

## Evaluating outcomes

Evaluating the outcomes of any change is part of the ongoing development of an SMP. This is how you find out whether or not the change has been effective.

Evaluation may happen incidentally (for example, if you discover that food waste has been placed in recycling bins) and lead to further review, or it can happen formally, as part of the QA process when current practices are evaluated against policies and procedures.

## Qualitative and quantitative evaluation

Qualitative and quantitative evaluation can be used to assess sustainability outcomes.

Quantitative evaluation uses specific tools or measurements, and provides results that can be measured or counted. An example of quantitative evaluation is comparing current bills with past bills to measure electricity use.

Qualitative evaluation is more subjective. It has been defined as ‘any observation made using the five senses’. Qualitative evaluations often include value judgments or emotional responses. An example of a qualitative evaluation is saying: ‘Our organisation was more environmentally sustainable last year than this year’.

You will find more information about quantitative and qualitative evaluation in Topic 4.

## Involving stakeholders

Any evaluation is more constructive when you involve stakeholders. Sustainable practices require people to work together to achieve outcomes.

### Stakeholders may provide insight into:

- ▶ methods that have worked in other settings
- ▶ ideas that have worked or failed for them
- ▶ information that could reduce the time and effort your service takes to become more sustainable.

The more people involved in an evaluation, the more ideas you are likely to gain. Common ways to involve stakeholders in evaluation include:

- ▶ meetings
- ▶ sub-committees
- ▶ noticeboard presentations
- ▶ emails
- ▶ social media
- ▶ suggestion boxes
- ▶ discussions.

You will find more information about involving stakeholders in Topic 4.

## Putting it all together

An SMP provides a framework to ensure that sustainability measures are implemented and continually improved. To be effective, it should be designed so that changes are constantly being developed and reviewed. Change is not a one-off intervention; it should be constant.

To ensure changes are effective, there needs to be a commitment to the process. The SMP should set out steps for this process to continue into the future.

The process for creating a sustainability management plan may be similar to the following.

Action	Steps
Identify aspects of sustainability in the service.	<ol style="list-style-type: none"> <li>1. Develop an awareness of sustainability issues.</li> <li>2. Identify sustainable work practices.</li> <li>3. Analyse the environmental sustainability of the workplace.</li> </ol>
Identify potential areas for change that will enhance environmental sustainability.	<ol style="list-style-type: none"> <li>1. Consult with stakeholders (including educators, children and families).</li> <li>2. Document feedback.</li> </ol>
Address change.	<ol style="list-style-type: none"> <li>1. Develop strategies for change.</li> <li>2. Deal with barriers to change.</li> <li>3. Implement change.</li> <li>4. Evaluate the outcomes.</li> </ol>

Watch this video about making sustainable changes in your service.



## Example

**SMP for waste management**

Action	Example
Identify aspects of sustainability in the service.	<ol style="list-style-type: none"> <li>1. Develop an awareness of sustainability issues: <ul style="list-style-type: none"> <li>▶ Appreciation of the natural environment</li> <li>▶ The Earth has limited resources</li> <li>▶ Humans cause pollution</li> </ul> </li> <li>2. Identify sustainable work practices: <ul style="list-style-type: none"> <li>▶ Recycling bins are widely used</li> </ul> </li> <li>3. Analyse the environmental sustainability of the workplace: <ul style="list-style-type: none"> <li>▶ Children are educated about the value and benefits of recycling</li> <li>▶ The service produces a lot of non-recyclable waste</li> </ul> </li> </ol>
Identify potential areas for change that will enhance environmental sustainability.	<ol style="list-style-type: none"> <li>1. Consult with stakeholders: <ul style="list-style-type: none"> <li>▶ Potential area for change: reducing waste in the service by using hankies and not tissues</li> <li>▶ Consult with children, parents, other educators and stakeholders about the potential change</li> </ul> </li> <li>2. Document feedback</li> </ol>
Address change.	<ol style="list-style-type: none"> <li>1. Develop strategies for change: <ul style="list-style-type: none"> <li>▶ Research, consult and develop to make a decision on how the change will be made</li> </ul> </li> <li>2. Deal with barriers to change: <ul style="list-style-type: none"> <li>▶ Barriers: cost of changeover to hankies; how the hankies will be made or purchased; what washing or disinfection processes will need to be added to current procedures</li> </ul> </li> <li>3. Implement change: <ul style="list-style-type: none"> <li>▶ Use an action plan with strategies, tasks and responsibilities</li> </ul> </li> <li>4. Evaluate the outcomes: <ul style="list-style-type: none"> <li>▶ Collate feedback from people at the service and report on evaluation</li> </ul> </li> </ol>

## Practice task 3

1. Identify one area of service delivery where environmental sustainability could be enhanced.

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2. Describe how you would consult with children about this area to develop a strategy for potential change.

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3. Describe how you would implement this strategy within a service.

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4. Describe how you would evaluate the outcomes of this strategy.

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5. If the educators in your service did not support your strategy for change, what would you do to overcome this barrier? Briefly describe how you might stimulate their interest in this environmental issue.

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## Summary

- ▶ The world is currently faced with a number of environmental issues as a direct result of people's actions; these include climate change and the greenhouse effect, ozone layer effects, limited resources and biodiversity.
- ▶ To begin the process of developing sustainable work processes, you first need to identify what sustainable practices are already being used and where other practices could be introduced.
- ▶ It is important to regularly review whether current sustainability policies and processes are being implemented and to identify the areas for potential change for the service to improve its sustainability procedures and practices.
- ▶ The strategies for change, once identified, need to be translated into action.
- ▶ The ongoing development of the program relies on the continual evaluation of outcomes as the basis for improving strategies.
- ▶ Change is not a one-off intervention; it should be constant. To ensure there is effective change, there needs to be a commitment to the process. A sustainability management plan (SMP) sets out the steps to ensure that the change is developed and supported by a continuous process.

# Learning checkpoint 1

## Developing a sustainability management plan

### Part A

1. Investigate the sustainability of a service. Consider each of these aspects:

- ▶ nature
- ▶ waste
- ▶ energy
- ▶ toxins.

For each aspect, write down the following information:

- a. Current sustainable practices
- b. Names of the policies and procedures that are linked to these practices
- c. Potential areas for change
- d. Barriers making this potential change difficult

You may wish to present your findings in a table similar to the one below.

Service aspect	Current sustainable practices	Policy/ procedure names	Potential areas for change	Barriers to change
Nature				
Waste				
Energy				
Toxins				

## Part B

Choose one potential change you identified in Part A that could be implemented to enhance environmental sustainability in a service.

1. Describe the area of change you have chosen. Include the following:
  - a. The change you have chosen to implement  
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  - b. The area of service delivery involved  
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  - c. An explanation of how involving children in implementing this change will increase children's respect for and connection with nature  
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.....
  - d. How this area of change links to one of the key global issues  
.....  
.....
2. Explain how you would consult with children about the area of change you chose to implement.
  - a. What age children could be involved?  
.....
  - b. What strategies will you use to consult with the children?  
.....  
.....
  - c. What materials are required?  
.....  
.....
  - d. What will you do to consult with the children?  
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3. Outline how you would implement the change.

a. What materials will you need? Consider any safety or hygiene issues.

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b. What steps will you take to implement the change?

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c. How will you involve the children?

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d. What barriers might you face and how could you overcome them?

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4. Consider how you will evaluate your change implementation.

a. How can you involve stakeholders other than children in evaluating this change?

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b. What might you measure if you applied qualitative evaluation to the implementation of this change?

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- c. What might you measure if you applied quantitative evaluation to the implementation of this change?

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## Part C

Access the *Guide to the National Quality Framework* at: <http://aspirelr.link/nqf-guide>.  
Read NQS Quality Area 3.1 (Elements 3.1.1 and 3.1.2) that relate to the areas of:

- ▶ cleaning and maintenance
- ▶ building
- ▶ equipment and resources.

Read the policies and procedures of a service. Provide an example from each of the policies and procedures that shows how they support the elements from the NQS that you have read.

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## Topic 2

In this topic you will learn about:

**2A Providing opportunities to interact with the environment**

**2B Role-modelling respect for the environment**

**2C Promoting the development of life skills**

**2D Considering dilemmas of sustainable changes**

## Supporting children to understand and respect the environment

To improve the sustainability of your service and involve children in the process, it is essential that you enhance children's appreciation of nature and understanding of the interdependence between people, plants, animals and the land. You can do this through educational activities and by modelling sustainable practices.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

<b>National Quality Standard</b>	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children’s health and safety
✓	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
✓	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
<b>Early Years Learning Framework</b>	<b>My Time, Our Place</b>
<b>Principles</b>	
	Secure, respectful and reciprocal relationships
	Partnerships
	High expectations and equity
✓	Respect for diversity
✓	Ongoing learning and reflective practice
<b>Practice</b>	
	Holistic approaches
	Responsiveness to children
✓	Learning through play
✓	Intentional teaching
	Learning environments
	Cultural competence
	Continuity of learning and transitions
✓	Assessment for learning
<b>Outcomes</b>	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

# 2A Providing opportunities to interact with the environment

To help children develop an understanding and respect for the natural environment, you should take every opportunity to talk to them about it and surround them with appropriate materials and resources.

## Understanding the natural environment

Sustainable practices are based on an understanding of the dependence of all living things on the Earth's resources and on each other. If children understand the value of their natural environment, they are more likely to take care of it.

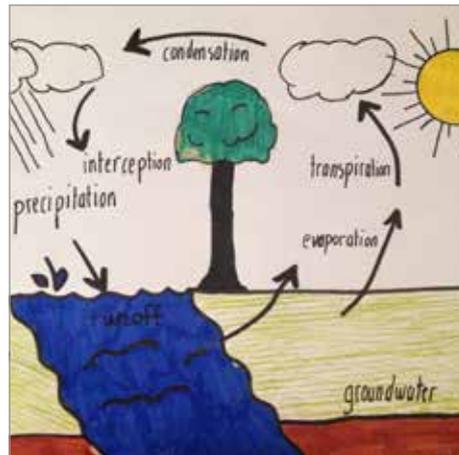


By teaching children about ecosystems, you can demonstrate why each part of our natural world is important. In your day-to-day actions you can model and discuss the importance of observing nature and interacting with it in a way that does not disturb its balance.

## Ecosystems

At its most basic level, an ecosystem consists of living things and environmental factors – earth, atmosphere, water, sun and weather. The ways these things interact creates differences between ecosystems. An ecosystem can be as big as the planet or as small as a pond.

One aspect of an ecosystem is the water cycle. Rain falls on the land, runs off into rivers, lakes and the sea, and is evaporated back into the atmosphere. Some water nourishes plants and animals. Water returns to the atmosphere through evaporation, transpiration and respiration; clouds then form and it rains again. The cycle is perpetual.



Another aspect of an ecosystem is plants and animals depending on each other for survival. Insects and animals pollinate plants and distribute their seeds. This allows more plants to grow, which provide food for more animals. Plants supply nectar that bees collect and use to pollinate the plants so more plants can grow.

The more complex and diverse an ecosystem is, the more sustainable it is.

Ecosystems can be explored and discussed at varying levels of complexity. There are a number of resources online for children at: <http://aspirelr.link/eschool-ecosystem>

## The impact of human activities

Humans have had a profound effect on the ecosystem, causing mass devastation in many regions. Pollution, waste dumping, excessive hunting of animals, gas emissions, tree cutting, energy consumption and the discarding of non-biodegradable materials are several examples of humans negatively impacting the fine balance of the atmosphere, sea and land.

The world is now much wiser about the impact human activity can have on the environment; however, in some cases the damage has already been done or restorative action is being undertaken too slowly.

## Discussing the natural environment

There are a number of ways to involve children in discussions about the environment and many topics to investigate. The best opportunities to discuss the environment arise when children ask questions. You should also offer information at appropriate moments.

Opportunities to discuss the environment with children may arise:

- ▶ in a group
- ▶ while interacting with nature, the environment and animals
- ▶ while interacting with man-made or non-sustainable products and situations.

### **To increase children's understanding of the natural environment, you might:**

- ▶ use the outdoor environment often
- ▶ incorporate natural elements into the environment; for example, plants, trees, edible gardens, sand, rocks, mud and water
- ▶ encourage children to touch, listen to, look at and smell the environment
- ▶ have picnics
- ▶ conduct small experiments; for example, grow seeds in different environments
- ▶ visit the zoo, museum or aquarium
- ▶ have incursions with mobile farms and animal visits
- ▶ use reference books, online searches, pictures, posters and the knowledge of parents, educators and experts, such as veterinarians and zoologists
- ▶ use stories, songs, movement and poetry
- ▶ introduce animal names and traits; for example, domestic pets, farm animals, zoo animals, animals that fly, animals from the sea, animals from different parts of the world and animals that are extinct.

## Opportunities for discussion

The most opportune time to engage in discussions with children is when they express interest in a particular topic. This may involve a brief conversation, become the basis for some fact-finding, or develop into a theme that generates a range of activities.

There are many discussion topics related to the environment that are suitable for children. For example:

- ▶ How do you breathe air?
- ▶ Why do you drink water?
- ▶ How does the sun keep you warm?

Older children may want to investigate relationships between aspects of their environment; for instance, why does it rain? These discussions are usually more complex and may extend into larger projects that span hours, days or weeks.



Some examples of activities that provide opportunities for discussion and projects are outlined in the following table.

Activity	Discussion topics	Projects
Extending everyday activities	<ul style="list-style-type: none"> <li>▶ Where do foods come from?</li> <li>▶ Where does the toilet flush go?</li> <li>▶ How does water come from a tap?</li> <li>▶ Where do you live?</li> <li>▶ What do pets need?</li> <li>▶ Why is everyone different?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Go on an excursion to a farm.</li> <li>▶ Find out about different types of houses across the world and what they are made of.</li> <li>▶ Adopt a pet and care for it as a group.</li> <li>▶ Develop a family tree.</li> </ul>
Searching for natural materials	<ul style="list-style-type: none"> <li>▶ What shape are the materials?</li> <li>▶ Where do they come from?</li> <li>▶ What are they naturally used for?</li> <li>▶ What can they be used for now?</li> <li>▶ Why is it important to leave them in the environment?</li> <li>▶ Which animals might use them and what for?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create a log of the things you find. Draw or photograph them. Name them or find out their names.</li> <li>▶ Encourage children to inspect items using a magnifying glass.</li> </ul>
Taking care of plants	<ul style="list-style-type: none"> <li>▶ How do you care for plants?</li> <li>▶ What do plants need to grow?</li> <li>▶ Where do plants live?</li> <li>▶ What do they need from people?</li> <li>▶ How can you keep them safe?</li> <li>▶ How do they provide oxygen?</li> <li>▶ Which plants are native to the area and which are introduced?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Grow a garden or a veggie or herb patch.</li> <li>▶ Create a life cycle of plants in your garden.</li> <li>▶ Develop a list of plants and their proper names.</li> <li>▶ Take photos of plants and develop an album.</li> </ul>

Activity	Discussion topics	Projects
Taking care of animals	<ul style="list-style-type: none"> <li>▶ How do you care for them?</li> <li>▶ Where do they live?</li> <li>▶ What do they need from people?</li> <li>▶ How can you keep them safe?</li> <li>▶ What do they eat?</li> <li>▶ How can you recognise how the animal feels?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Research animal life cycles and create a poster.</li> <li>▶ Build an animal home.</li> <li>▶ Watch how animals live.</li> <li>▶ Plan an excursion to see different types of animals.</li> <li>▶ Investigate what animals eat.</li> </ul>

## Example

### Activities emerging from basic discussion

It is a cold and rainy day. Droplets of water are forming on the windows and puddles are on the ground outside.

**Educator:** 'What would happen if we went outside in the rain?'

**Children:** 'We'd get wet.'

**Educator:** 'Is anything else getting wet?'

**Children:** 'The ground, the cubby house, the trees ...'

**Educator:** 'Do you know where rain comes from? Can you tell me what rain does for us?'

A discussion begins and questions are raised. Some questions are answered in the course of the discussion, while other questions require further investigation.

Different age levels are able to pursue this theme. Young children investigate plants and animals' need for water. Older children look into the broader uses of rain water, and children at a more advanced level investigate evaporation and condensation as components of the water cycle.

## Providing access to appropriate resources

The key to engaging children and encouraging participation is variety. There are many different resources available about the natural environment and people's interactions with it. Keep an eye out for age-appropriate materials and remember to promote a positive message.

Children can be alarmed and overwhelmed by information about the destructive effects of human activity on the planet. It is a good idea to delay topics relating to major environmental destruction until the child has developed a real sense of what the environment is and can understand difficult concepts. If you introduce information about ozone holes and climate change too early, you may confuse the child with abstract concepts and create fear of things that are out of the child's control. Any resources presenting negative effects of human activity should also include positive ideas and solutions, which will foster a sense of empowerment.

## Resources for all ages

You can provide resources for environmental education that appeal to children of all ages. These may include:

- ▶ plants, insects and animals
- ▶ everyday objects made from natural materials
- ▶ collections of natural materials, such as shells, leaves, feathers
- ▶ fiction and non-fiction books
- ▶ songs.

There are also many videos available on YouTube that explain environmental topics. Some are created for children; they are fun and explain concepts in a simple manner. You can show these to children to discuss or demonstrate a concept, or watch them on your own to gain ideas for future presentations.

There are activities you can do in your local area or with people in your community to engage with environmental concepts.

### **Some ways you can draw upon community resources are by:**

- ▶ visiting different local ecosystems, such as a beach, river, wetland or park
- ▶ visiting local organisations, such as a sustainability information centre
- ▶ visiting a local recycling centre
- ▶ inviting members of the community to visit and speak to the children or run a workshop
- ▶ finding people who present plays to children on environmental themes
- ▶ inviting people to bring animals into the service
- ▶ going to the zoo, the aquarium or a petting farm.

## Natural and recycled materials

Your service can be a source of spontaneous learning if you maximise the use of natural materials in the environment. The play environment should include a range of items from nature, such as pine cones, leaves, pebbles and logs. Equipment made from natural materials can also be sourced, such as hessian, timber train sets, cane baskets and natural furniture.

You may not be able to achieve a totally natural environment; however, with careful planning, consultation and a little imagination, you can move towards creating an environment that expresses the principles of sustainable living and encourages interaction with nature.

The natural elements in the environment should stimulate exploration and open-ended experimentation. You can still have purposeful, goal-orientated and intentional teaching, but natural elements in the environment will project a message about the service's values and maximise opportunities for children to explore.

## Introducing natural materials

It may not be possible to immediately change your indoor and outdoor environments from man-made to natural. If your environment contains a lot of equipment created from man-made materials, you may need to change slowly.

You could start to adapt your environment by swapping one or two synthetic items for natural materials. Try looking for these items in a second-hand shop or asking parents to donate unwanted items.

Convenient and easy-to-use natural items include woven placemats and cane baskets. Objects like this that children will incidentally interact with can be made of natural materials.

You can also create games and experiences by using natural materials. For example, barriers and borders can be created using rocks, tyres, pebbles, logs or rows of pot plants. Plastic play furniture can be replaced with wooden items.

Natural materials can be sourced from:

- ▶ the garden or a garden centre
- ▶ children's homes
- ▶ excursions into the natural environment
- ▶ craft stores
- ▶ art supplies.

## Experience ideas

Some ideas for experiences that use natural materials are presented in the following table.

Type of experience	Experience ideas
Art	<ul style="list-style-type: none"> <li>▶ Drawing with charcoal</li> <li>▶ Scraping sticks in wet sand</li> <li>▶ Wool weaving</li> <li>▶ Printing with leaves</li> <li>▶ Painting using feathers</li> </ul>
Sensory play	<ul style="list-style-type: none"> <li>▶ Feeling sand, water, mud and pebbles with eyes closed</li> </ul>
Sorting activity	<ul style="list-style-type: none"> <li>▶ Sorting seed pods, leaves, pebbles, gumnuts and shells</li> </ul>
Science	<ul style="list-style-type: none"> <li>▶ Floating feathers and leaves in water</li> <li>▶ Sinking pebbles and shells in water</li> <li>▶ Growing seeds and bulbs</li> <li>▶ Looking at the bodies of garden creatures like slaters, worms and caterpillars</li> <li>▶ Finding out about different parts of plants</li> <li>▶ Thinking about similarities and differences between natural objects</li> </ul>
Maths	<ul style="list-style-type: none"> <li>▶ Putting objects like pebbles or timber offcuts in order of size</li> <li>▶ Counting shells, seed pods, vegetables, eggs, petals and leaves</li> </ul>

Type of experience	Experience ideas
Music	<ul style="list-style-type: none"> <li>▶ Scraping pine cones and coconut shells</li> <li>▶ Tapping sticks</li> <li>▶ Banging stones</li> </ul>
Dramatic play	<ul style="list-style-type: none"> <li>▶ Creating scenes with branches, feathers, shells, logs and rocks</li> </ul>

## Recycled materials

Using recycled materials in the play space demonstrates that your service values reusing things and looking after the environment. It also helps children think creatively as they decide how to use the objects in a different way.

Recycled materials can be sourced from:

- ▶ parents
- ▶ the service office
- ▶ a nearby factory
- ▶ recycling warehouses
- ▶ second-hand stores.



Some ideas for incorporating recycled objects are presented in the following table.

Materials for indoors and outdoors	Experience ideas
Old pots and pans	<ul style="list-style-type: none"> <li>▶ Home play</li> <li>▶ Sand play</li> <li>▶ Potting plants</li> <li>▶ Watering plants</li> </ul>
Wooden trays, bowls, dishes and cutting boards	<ul style="list-style-type: none"> <li>▶ Home play</li> <li>▶ Sorting games</li> </ul>
Glass jars and bottles	<ul style="list-style-type: none"> <li>▶ Paint, glue or water jars</li> <li>▶ Potting plants</li> <li>▶ Watering plants</li> <li>▶ Decorating</li> </ul>
Nuts, bolts, nails and screws	<ul style="list-style-type: none"> <li>▶ Sorting</li> <li>▶ Matching</li> <li>▶ Sequencing</li> <li>▶ Woodwork</li> </ul>
Knick-knacks (such as napkin rings, jewellery, scarves and other unusual items found in second-hand stores or donated by families)	<ul style="list-style-type: none"> <li>▶ Matching</li> <li>▶ Sorting</li> <li>▶ Pasting</li> <li>▶ Building</li> </ul>

Materials for indoors and outdoors	Experience ideas
Miscellaneous items (such as bottle tops, paper towel rolls, egg cartons, used paper, wood scraps, food packaging, corks, buttons, fabric, wool, cards, yoghurt containers, shredded paper or pipes)	<ul style="list-style-type: none"> <li>▶ Collage</li> <li>▶ Dramatic play</li> <li>▶ Construction</li> <li>▶ Floating and sinking</li> <li>▶ Sorting</li> <li>▶ Counting</li> <li>▶ Sewing</li> <li>▶ Weaving</li> <li>▶ Home-made musical instruments</li> <li>▶ Sand play</li> <li>▶ An 'invention centre' or 'creation station'</li> </ul>

## Practice task 4

A child finds a dead bird in the yard. Describe how you could use this situation to introduce age- and stage-appropriate discussion and activities for children.

1. Outline a discussion you might have with the children that relates to this situation, and could increase their understanding of animals and their respect for the natural environment.

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2. Explain how you could link this discussion topic to the interdependence between people, plants, animals and the land.

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3. From this discussion topic, what information could you share about the impact of human activities on the environment?

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4. What project might you be able to plan for the children after this discussion? Would you choose an indoor or outdoor environment? Explain your response.

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5. What materials would you use to complete the project? How could you incorporate both natural and recycled materials?

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# 2B Role-modelling respect for the environment

In addition to providing learning experiences about the environment and materials for children's activities, an educator must be a good role model.

Watch this video about role-modelling positive relationships with the environment.



## Being an effective role model

It is your responsibility to demonstrate respect, care and appreciation for the environment on a daily basis. The following guidelines may help you model these behaviours towards natural and constructed environments.

Workplace resources	Things to consider
Water	Do you: <ul style="list-style-type: none"> <li>▶ watch clouds and talk about their shape?</li> <li>▶ have a water tank?</li> <li>▶ provide containers of water for play rather than a running hose?</li> <li>▶ water the garden using collected leftover water?</li> <li>▶ sweep paths rather than hose them?</li> <li>▶ water gardens early in the morning or late at night to minimise evaporation?</li> <li>▶ teach children about the half flush on the toilet?</li> <li>▶ avoid using drains for disposing unwanted materials?</li> <li>▶ use unbleached toilet paper?</li> </ul>
Energy	Do you: <ul style="list-style-type: none"> <li>▶ use natural light as much as possible?</li> <li>▶ dry clothes on the washing line?</li> <li>▶ use the washing machine and dishwasher only when you have a full load?</li> <li>▶ look for 5-star energy rated appliances?</li> <li>▶ have solar power installed?</li> <li>▶ have a solar hot water system?</li> </ul>
Air	Do you: <ul style="list-style-type: none"> <li>▶ comment on the weather?</li> <li>▶ listen to the sound of trees in the wind?</li> <li>▶ avoid sprays or chemicals that leave toxic fumes or smells?</li> <li>▶ open windows to allow fresh air to circulate?</li> </ul>

Workplace resources	Things to consider
Animals and plants	<p>Do you:</p> <ul style="list-style-type: none"> <li>▶ show interest in the environment by noticing things and pointing them out to others?</li> <li>▶ replace things borrowed from the garden after use?</li> <li>▶ avoid killing or damaging animals and plants?</li> <li>▶ plant native trees and shrubs that require little water?</li> <li>▶ encourage birds and wildlife into the garden with plants?</li> <li>▶ use non-toxic pest control, such as planting mint or onions to discourage ants?</li> <li>▶ grow your own food?</li> <li>▶ buy locally grown food?</li> </ul>
Waste	<p>Do you:</p> <ul style="list-style-type: none"> <li>▶ provide handkerchiefs rather than tissues?</li> <li>▶ use cloth towels to dry rather than disposable towels?</li> <li>▶ use only recycled materials for art activities like threading and collage?</li> <li>▶ use food only for eating and making play dough?</li> <li>▶ make double-sided photocopies and communicate electronically?</li> <li>▶ use material bags rather than plastic?</li> <li>▶ provide recycling bins?</li> <li>▶ have a worm farm and compost heap?</li> <li>▶ repair broken toys and equipment?</li> </ul>
Chemicals	<p>Do you:</p> <ul style="list-style-type: none"> <li>▶ use non-toxic biodegradable soaps and detergents?</li> <li>▶ make up your own non-toxic, environmentally sound cleaning products?</li> </ul>

## Encouraging children to discuss sustainable practices

Your actions and comments will stimulate discussion about sustainable practices. Encourage children to share their thoughts and ideas, and help them understand why you are undertaking sustainable measures.

There are a number of strategies you can use to encourage children to discuss environmental issues and sustainable practices. You might simply ask questions, such as:

- ▶ Why do we do this?
- ▶ What do you think would happen if ...?
- ▶ Where did this come from?
- ▶ What happens to this when we are finished with it?

This may lead to a short discussion or develop into a longer project. Some ideas to help you further investigate sustainability practices are presented in the following table.

Resource	Sustainability measures	Educational strategies
Lighting	<ul style="list-style-type: none"> <li>▶ Keeping windows uncovered to make maximum use of natural light</li> </ul>	<ul style="list-style-type: none"> <li>▶ Investigate where natural and artificial light comes from.</li> </ul>
Heating	<ul style="list-style-type: none"> <li>▶ Dressing warmly</li> <li>▶ Installing north-facing windows that let in winter sun</li> </ul>	<ul style="list-style-type: none"> <li>▶ Find out how the body stays warm.</li> <li>▶ Talk about different heat sources.</li> </ul>
Cooling	<ul style="list-style-type: none"> <li>▶ Using shade to protect buildings and windows from heat</li> <li>▶ Taking advantage of natural ventilation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Talk about how to keep the body cool.</li> <li>▶ Compare the energy usage of cooling appliances.</li> </ul>
Water	<ul style="list-style-type: none"> <li>▶ Using water wisely</li> <li>▶ Collecting rainwater from the roof and storing in tanks</li> <li>▶ Recycling waste water</li> </ul>	<ul style="list-style-type: none"> <li>▶ Learn the water cycle.</li> <li>▶ Talk about where water comes from.</li> <li>▶ Investigate seasonal rainfall patterns.</li> <li>▶ Think about the different ways people use water.</li> <li>▶ Learn about drought.</li> </ul>
Transport	<ul style="list-style-type: none"> <li>▶ Purchasing from local suppliers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Investigate where petrol comes from.</li> <li>▶ Learn how petrol is used to fuel a car.</li> </ul>
Paper	<ul style="list-style-type: none"> <li>▶ Recycling used paper</li> <li>▶ Printing on both sides of the paper</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make some paper.</li> <li>▶ Make papier-mâché masks.</li> <li>▶ Make collages with recycled paper.</li> <li>▶ Find out where paper comes from and how it is recycled.</li> </ul>
Waste	<ul style="list-style-type: none"> <li>▶ Reusing clean waste materials</li> <li>▶ Recycling waste and unwanted products</li> <li>▶ Using reusable containers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Conduct a quiz or sorting activity about reducing, reusing and recycling.</li> <li>▶ Do craft or construction with clean waste materials.</li> <li>▶ Talk about where waste comes from and how to reduce it.</li> <li>▶ Brainstorm waste management solutions for the service.</li> </ul>

Resource	Sustainability measures	Educational strategies
Materials and equipment	<ul style="list-style-type: none"> <li>▶ Using natural materials wherever possible</li> <li>▶ Caring for equipment to extend its life</li> <li>▶ Repurposing second-hand items</li> </ul>	<ul style="list-style-type: none"> <li>▶ Conduct a quiz or sorting game about natural and man-made objects.</li> <li>▶ Learn to care for toys and pack them away after use.</li> <li>▶ Visit a charity shop with donations or to make small purchases.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>▶ Considering the source of different products and the carbon footprint of their production</li> </ul>	<ul style="list-style-type: none"> <li>▶ Find out about manufacturing by reading, watching videos or other internet research.</li> <li>▶ Visit a local factory.</li> <li>▶ Visit your local farmers' market.</li> </ul>
Toxins	<ul style="list-style-type: none"> <li>▶ Minimising use of toxic gardening materials</li> <li>▶ Minimising use of insect repellents</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe insects in the garden.</li> <li>▶ Learn about the life cycle of a caterpillar.</li> <li>▶ Investigate co-planting and natural insect repellents.</li> </ul>
Nature	<ul style="list-style-type: none"> <li>▶ Planting local species that do not require watering and will attract native birds</li> </ul>	<ul style="list-style-type: none"> <li>▶ Play a quiz on the topic of animal, mineral or vegetable.</li> <li>▶ Visit a reserve to experience a natural environment.</li> <li>▶ Research native plant species.</li> <li>▶ Visit a nursery.</li> <li>▶ Find out about plants that attract bees, butterflies and native birds.</li> </ul>

Many of these discussions and projects will be delivered using intentional teaching. Intentional teaching is purposeful delivery of learning that is meaningful to the children. It may take the form of a group activity or one-on-one learning, and requires your careful thought and timely delivery. Intentional teaching may lead to a project or may introduce a new topic.



# Practice task 5

1. Choose one of the following aspects of the environment:

- ▶ Water
- ▶ Energy
- ▶ Air
- ▶ Waste
- ▶ Animals and plants
- ▶ Chemicals

Describe how you could demonstrate that you respect, care for and appreciate the natural environment in relation to the topic you have chosen.

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2. Describe how you would discuss your demonstrated actions with children.

a. Describe your sustainable actions.

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b. Write down **three** questions you could use in the discussion.

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c. How could you gain the children's thoughts about your sustainable practices?

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d. How could you encourage children to implement their ideas about sustainable use of natural resources?

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# 2C Promoting the development of life skills

The environment provides an excellent basis for children to develop life skills. With imagination and careful planning, you can create spaces for children to develop the following life skills:

- ▶ growing and preparing food
- ▶ waste reduction and recycling
- ▶ caring for animals.



## Growing and preparing food

An edible garden is a fantastic learning experience. Many different environmental concepts can be introduced. Children can also learn about various other topics through caring for a garden.

### Some concepts children can learn about in the garden include:

- ▶ life cycles of plants and insects in the garden
- ▶ where foods come from
- ▶ how to care for plants
- ▶ what foods look like before they come to the plate
- ▶ how to prepare foods
- ▶ what role bees play
- ▶ how the garden ecosystem works
- ▶ roles and responsibilities, such as who is in charge of watering and who needs to weed
- ▶ counting, measuring and comparing seeds and garden beds
- ▶ how long it takes for each plant to fruit and which days of the week are for weeding or fertilising
- ▶ the names of plant species and companion planting.

## Gardening experiences

A garden is pleasant to look at, smell and care for. It can be as small as a window box or as large as the whole length of the fence; it might be built with raised beds or made from recycled materials.

Children love to get involved in the process of developing a garden. They can help you:

- |  |  |
|--|--|
| ▶ plan the space   | ▶ mulch                                  |
| ▶ collect the items on an excursion or help write a letter to a supplier | ▶ water                                  |
| ▶ place the items  | ▶ stake plants                           |
| ▶ shovel, dig, rake and hoe  | ▶ remove insects                         |
| ▶ set out the plants, seedlings or seeds                                 | ▶ harvest                                |
|  | ▶ cook with herbs, fruit and vegetables. |

## Garden safety

When children are in the garden, make sure that they:

- ▶ follow sun-smart procedures
- ▶ wear closed-toe shoes to protect their feet when digging and shovelling
- ▶ use tools that match their size and capability
- ▶ are supervised if using fertilisers or potting mix
- ▶ are safe near water
- ▶ pack up equipment when not in use; hoses and tools are hazards when left lying around
- ▶ only eat plants and crops when adults agree it is safe
- ▶ are aware that some insects and plants are dangerous when handled.



## Creating a garden

You need to do some research and preparation before creating a garden. Some important steps to make your garden successful are outlined in the following table.

Step	Considerations	Useful information
1. Decide on a space	<ul style="list-style-type: none"> <li>▶ What spaces are available?</li> <li>▶ What are the characteristics of the space? For example, does it have sunlight; will it be rained on?</li> <li>▶ What kind of garden will it be? For example, raised, potted, small, large, indoor, outdoor or in a glass house?</li> </ul>	<ul style="list-style-type: none"> <li>▶ A vegetable garden will need:               <ul style="list-style-type: none"> <li>– full sun most of the day</li> <li>– plenty of water</li> <li>– good soil.</li> </ul> </li> <li>▶ A vegetable bed may need soil brought in from a garden centre.</li> </ul>
2. Decide what to grow	<ul style="list-style-type: none"> <li>▶ What will children eat or enjoy looking at?</li> <li>▶ What will grow in the space you have identified?</li> <li>▶ Which plants are dangerous?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Be aware of allergies to foods, plants and pollen.</li> <li>▶ Some plants are dangerous to eat or touch.</li> </ul>
3. Set up your garden bed	<ul style="list-style-type: none"> <li>▶ What do you need to build the garden?</li> <li>▶ What type of soil needs to be brought in?</li> <li>▶ Who can help?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pots and small beds may require potting mix.</li> <li>▶ Larger beds may require composted soil.</li> <li>▶ Vegetables are fussier about soil than native plants.</li> </ul>

Step	Considerations	Useful information
4. Plant	<ul style="list-style-type: none"> <li>▶ What plants will go where?</li> <li>▶ Which plants need more sun?</li> <li>▶ Which plants will grow taller than others?</li> <li>▶ How far apart do plants need to be?</li> <li>▶ Which plants need stakes to hold them up and support their growth?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Taller plants should be placed where they do not shade smaller plants.</li> <li>▶ Some plants need ground space to grow along (such as pumpkin and watermelon).</li> <li>▶ Some plants need space to grow up (such as corn and peas).</li> </ul>
5. Mulch	<ul style="list-style-type: none"> <li>▶ What type of mulch works best?</li> <li>▶ How close to plants do you put mulch?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Choose mulch that will stay in the garden. Some mulch types blow out on a windy day.</li> <li>▶ Some mulch materials burn plants if they are too close to their stems.</li> </ul>
6. Care for and feed plants	<ul style="list-style-type: none"> <li>▶ How much water do the plants need?</li> <li>▶ How often do you need to water them?</li> <li>▶ Which are weeds and which are plants?</li> <li>▶ Which insects are healthy for the plant and which are damaging to it?</li> <li>▶ What are the safest ways to remove insects that are damaging?</li> <li>▶ What will you fertilise vegetables with?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Raised beds and pots dry out faster than garden beds.</li> <li>▶ When watering, make the soil wet to about 2 cm deep.</li> <li>▶ Rain is preferred over watering because it conserves water and contains nutrients for the plants.</li> <li>▶ Teach children to garden without pesticides. Remove the damaging insects to a new home, or investigate natural insect repellents.</li> <li>▶ Children can help use worm farm waste or compost to feed the vegetables.</li> </ul>
7. Harvest	<ul style="list-style-type: none"> <li>▶ When are vegetables ripe?</li> <li>▶ How do you harvest them without damaging them?</li> <li>▶ Will the plant continue to grow after harvest, or do you need to start the process again?</li> <li>▶ Can you plant the same plant in the same place?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Some plants grow, develop, are harvested and then die. You need to plant new seeds, seedlings or plants.</li> <li>▶ Most vegetable gardens produce better outcomes if you rotate the crop. For example, if peas are grown on one side of the garden one season, move them to the other side next season.</li> </ul>

There are many books, online articles and experienced gardeners that can help you get started with a garden project. The skills and knowledge of parents are valuable resources, and getting them involved serves many purposes.

## Garden projects

Children with different levels of interest in the garden can all be involved at different times. A child who may not be excited by digging and sowing may love watering, weeding, harvesting or cooking. The passion that a child develops for one aspect may evolve into an interest in another.

You may encourage the children to:

- ▶ create their own learning story about the garden
- ▶ draw pictures of plants
- ▶ make posters to tell others about the garden
- ▶ develop a 'how to grow' guide
- ▶ create a garden safety poster.

## Waste reduction and recycling

Most local governments have recycling programs in place. Your service may have a waste bin, recycling bin and green bin.

The key practices related to waste reduction are the three Rs:

- ▶ Reduce
- ▶ Reuse
- ▶ Recycle

The following table outlines how to use the three Rs to involve children in sustainability activities.

Strategy	What to do	What children can do
Reduce – Choose items that have less packaging.	<ul style="list-style-type: none"> <li>▶ Look at how products are packaged when you're in the supermarket. Most of this packaging is of no use when you open the product.</li> <li>▶ By choosing products that have less packaging, you can help reduce waste.</li> <li>▶ Only buy what you need.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discuss packaging and consider how much is necessary.</li> <li>▶ Identify which purchases would have the least packaging.</li> <li>▶ Develop shopping lists with the children and talk about what you really need to buy.</li> </ul>
Reuse – Reuse the things you have.	<ul style="list-style-type: none"> <li>▶ Take reusable bags shopping and refuse plastic bags.</li> <li>▶ Avoid throwaway items such as tissues, foam cups and plastic cutlery, or reuse them as many times as possible.</li> <li>▶ Repair broken items if possible, or reuse them for a different purpose.</li> <li>▶ Send items you no longer use to a second-hand shop so someone else can enjoy them.</li> <li>▶ Access items you need from second-hand shops.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Decide which types of packaging can be reused and how to reuse them.</li> <li>▶ Decorate reusable shopping bags.</li> <li>▶ Calculate how many reusable shopping bags are used compared to plastic bags</li> <li>▶ Help repair items.</li> <li>▶ Choose items to donate to a second-hand shop.</li> <li>▶ Make a list of things to buy at the second-hand shop. Visit a shop to look for them.</li> <li>▶ Come up with ideas for using items that cannot be recycled.</li> </ul>

Strategy	What to do	What children can do
<p>Recycle – Recycle waste and kitchen scraps, and choose products with recyclable packaging.</p>	<ul style="list-style-type: none"> <li>▶ Some packaging is made from recycled materials.</li> <li>▶ You can use cardboard or newspaper in a worm farm, compost heap or as mulch on the garden.</li> <li>▶ Kitchen scraps and garden waste can be sorted into items appropriate for compost bins or worm farms.</li> <li>▶ Recycling bins are usually provided by local government to homes and businesses, and in public areas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Help sort packaging material into recyclable and non-recyclable items.</li> <li>▶ Work out the best place for each material to go (rubbish bin, garden, compost bin, worm farm or recycle bin).</li> <li>▶ Learn about the different recycling symbols and what they mean.</li> <li>▶ Research how composting and worm farms work.</li> <li>▶ Help care for the compost bin or worm farm.</li> </ul>

## Caring for animals

Children can learn compassion and responsibility through caring for animals. However, they first need to be shown how to be a reliable and capable pet owner. The needs of the pet must always be maintained, and children need to show respect for the animal at all times. Hygiene and safety factors are also a high priority.

If you do decide to introduce a pet into the service, children need to be taught:

- ▶ how to handle the animal properly and safely
- ▶ what the animal eats and drinks
- ▶ what hygiene practices should be followed
- ▶ when the animal is showing signs of fear or defence
- ▶ what to do if they are scared of the animal
- ▶ how long you can keep the pet before its life span is reduced (for example, insects will die if kept too long)
- ▶ how to groom and care for the animal
- ▶ when to visit the vet.

## Practice task 6

1. Identify a space that may promote the development of life skills such as:

- ▶ growing or preparing food
- ▶ sorting waste and recycling
- ▶ caring for animals.

2. Briefly explain:

- a. What the space is about

b. What life skills this space helps children develop

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c. What the children might think about this space

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3. Outline the strategies used in the space to do the following:

a. Increase children’s respect for the natural environment

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b. Increase children’s understanding of animals and the natural environment

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# 2D Considering dilemmas of sustainable changes

Waste management relates to both household and industrial garbage, and involves sorting rubbish and taking it to a suitable location where it is properly disposed of. The main purpose of waste management is to control pollution and poisons, and to reduce waste through recycling.



Waste has been a major environmental issue for many years. The responsible disposal of waste is a daily concern; if done appropriately you can reduce the carbon footprint of your organisation substantially.

However, disposing of waste appropriately can be inconvenient; for example:

- ▶ Sorting different types of waste into different bins takes more time than putting it all in the same bin.
- ▶ Putting aside organic waste for a worm farm is messy.
- ▶ It is easier to buy new storage containers than to reuse glass jars, cardboard boxes or tins.

Convenience is the main reason for many unsustainable practices. Choosing between sustainable practices and convenience is an ethical dilemma. Remember to weigh up the pros and cons of both options before embarking on any new practices.

## Waste in an education and care setting

In an education and care service setting, there are many types of waste, some of which are hazardous. The following table lists some different categories of waste and provides examples of each.

<b>Liquid</b>	<ul style="list-style-type: none"> <li>▶ Leftover paint, glue or paste</li> <li>▶ Water from washing materials and toys</li> <li>▶ Dishwashing detergent</li> </ul>
<b>Solid</b>	<ul style="list-style-type: none"> <li>▶ Used paper</li> <li>▶ Unwanted art and craft materials</li> <li>▶ Faeces from nappies</li> </ul>
<b>Hazardous</b>	<ul style="list-style-type: none"> <li>▶ Chemicals used for cleaning that are flushed or put down drains</li> <li>▶ Chemicals used for soaking nappies</li> <li>▶ Expired medicines</li> <li>▶ Light bulbs</li> <li>▶ Chemical fertiliser</li> </ul>

<b>Organic</b>	<ul style="list-style-type: none"> <li>▶ Kitchen scraps</li> <li>▶ Rotten vegetables or fruit</li> <li>▶ Eggshells</li> <li>▶ Weeds</li> </ul>
<b>Recyclable</b>	<ul style="list-style-type: none"> <li>▶ Paper</li> <li>▶ Glass</li> <li>▶ Metal</li> <li>▶ Plastic</li> </ul>

## Waste disposal

Waste disposal doesn't end when you throw something in the bin or put it down the drain. If waste is not disposed of properly, it has an adverse effect on the environment. Choosing safe products, using them wisely and developing effective procedures to reduce your waste will make a difference. Some services produce significant amounts of waste, so any changes you make can positively impact the environment.

## Making a commitment to change

Before making a commitment to a new environmentally sustainable practice, you must determine that the change is realistic and achievable, and that you have consulted all stakeholders; for example, the managing director, sponsors, funding bodies, children, parents, the community and suppliers.

The following information addresses some of the issues against which you need to balance environmental sustainability.

### Workforce and social sustainability

While sustainability measures are integral to the organisation's program, they are only one aspect of it.

The people involved in your organisation, both staff and other stakeholders, are your most valuable resource. Without their input and commitment, there is no program. You need to be mindful of the extra demands the changes will put on them.

Take care of yourself and others by introducing change gradually to avoid burnout. Ensure you respect the rights of all stakeholders whenever changes are being suggested or introduced.

### Positive relationships with parents

Communication with parents needs to be respectful and open-ended. There is a risk of putting parents offside with environmental 'propaganda' and sending children home with lists of things that they 'must do to save the planet'. If there is a conflict of beliefs and values between the service and the home, children may feel disempowered, stressed or confused, and parents may feel resentful or resistant.

Consultation and opportunities for participation can assist the service to be more responsive to the views of the parents. Communication should be positive, open-ended and non-confrontational.

## Financial costs

Changing to environmentally friendly appliances and resources can be an expensive undertaking. The choice to become more environmentally friendly may mean other program budgets need to be reduced. You need to consider whether the practices are financially sustainable in the long term.

Make a plan to move towards these changes that realistically takes into account the available budget. Stakeholders can be involved in coming up with ways to implement change with minimal expenditure; for example, donations, fundraisers or sponsorships.

## Pros and cons of change

You need to consider the positive and negative outcomes of possible changes before they are implemented. The following outlines the pros and cons of some changes a service might choose to make.

### Replacing disposable nappies with reusable cloth nappies

Disposable nappies create massive amounts of landfill. However, they have also become highly biodegradable in recent years. Cloth nappies use chemicals and water for washing. However, cloth nappies may be provided by a specialised company; it is more viable for a company like this to implement sustainable practices.

### Replacing styrofoam cups with reusable cups

Styrofoam cups go into landfill and may never completely break down. However, reusable cups will require washing, which uses more water, detergent, electricity and time.

### Replacing print communication with electronic communication

Paper is made from trees, but can also be recycled. Communicating via email or using electronic data systems will add to the carbon footprint in a different way, with more electricity use. Some electronic devices and equipment may not be easily repaired or recycled.

Each service may have unique considerations it needs to take into account. You also need to consider the time constraints and financial costs of each change you plan to make. It is important to weigh up the value of changes as they may not, in fact, be of sufficient benefit to warrant these costs.

## Involving stakeholders

Remember to explore the ethical dilemmas of environmentally sustainable changes with all stakeholders. Each stakeholder will have a different opinion, so it is important for the service to reach a decision that pleases as many people and groups as possible. These ethical dilemmas can be revisited at a later date or reviewed occasionally, as specified in the process or policy.

Some suggestions for maintaining stakeholders' involvement in sustainability decisions are to:

- ▶ hold regular meetings
- ▶ create a sub-committee
- ▶ include a regular article in a newsletter or email
- ▶ implement a sustainability issues forum
- ▶ display information about new ideas for stakeholders to comment on.

# Practice task 7

1. A service wants to make its practices more sustainable. Choose one of these areas of change:

- ▶ Replacing disposable nappies with cloth nappies
- ▶ Replacing disposable cups with reusable cups
- ▶ Replacing printed communications and documents with electronic media
- ▶ Replacing tissues with hankies

What strategies would you use to explore this issue with various stakeholders?

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2. If this change was introduced into a service, what ethical dilemmas might you face? Explain your response.

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## Summary

- ▶ To understand sustainability practices, you need to appreciate the way all living things depend on the Earth's resources and each other. If children understand the value of the natural environment, they will be more motivated to care for it.
- ▶ The best opportunities to discuss the environment arise when children ask questions.
- ▶ Variety in learning opportunities is the key to children's engagement and participation. Be sure to look for age-appropriate materials that promote positive messages of change.
- ▶ Your service can set an example and be a source of incidental learning experiences if you maximise the use of natural materials in the environment. The learning environment should include a range of items from nature.
- ▶ As an educator, you must be a good role model, and provide information about the environment and materials for activities.
- ▶ Listen to children's thoughts and ideas about sustainable practices. This will help develop a sense of empowerment.
- ▶ Ongoing discussion about the environment is important to the development of life skills in a child. Children need to know about:
  - growing and preparing food
  - waste reduction and recycling
  - caring for animals.
- ▶ Consider the time and financial costs of introducing sustainable practices.

## Learning checkpoint 2

# Supporting children to understand and respect the environment

### Part A

1. Draw, or create and photograph a space in an outdoor environment that encourages the development of life skills. It can be focused on either:
  - ▶ growing and preparing food
  - ▶ waste reduction and recycling
  - ▶ caring for animals.



2. Explain the space you have created.

a. How would you use a wide range of natural and recycled materials?

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b. How would you model respect, care and appreciation for the environment?

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c. How could you increase the children's respect for and understanding of the natural environment?

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3. What ethical dilemmas relating to waste disposal would be faced within the space?

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4. Who are the stakeholders that would be involved in the space and the experience?  
How would you get them involved?

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5. Describe one project you could conduct that would build on the space you have designed, and encourage the children to exchange their thoughts and ideas about sustainable practices.

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## Part B

1. Think of **two** intentional teaching experiences that demonstrate the interdependence between people, plants, animals and the land, and the impact of human activity on the environment. One experience should be indoors and the other outdoors.

Write a short description of each intentional teaching experience. Include the following details:

- ▶ name of the experience
- ▶ age of children involved
- ▶ materials required
- ▶ set up
- ▶ how you plan to carry out the experience, including a short list of the strategies involved.

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2. Explain how each intentional teaching experience does the following:
  - a. Increases children’s understanding of animals and the natural environment

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b. Supports children to develop respect for the natural environment

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c. Encourages children to exchange thoughts and ideas about sustainable practices

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## Topic 3

In this topic you will learn about:

**3A Involving children in sustainability**

**3B Engaging adults and children in sustainable practices**

## Supporting others to implement sustainable practices

Developing an SMP requires an appreciation and respect for the natural environment, and an understanding of:

- ▶ human impact on the environment
- ▶ the areas in need of change
- ▶ the strategies to implement change
- ▶ how to evaluate the success of change.

The success of the plan is strengthened by including stakeholders at all stages, such as staff, children, parents and members of the community.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

<b>National Quality Standard</b>	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children’s health and safety
✓	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
✓	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
<b>Early Years Learning Framework</b>	<b>My Time, Our Place</b>
<b>Principles</b>	
	Secure, respectful and reciprocal relationships
✓	Partnerships
	High expectations and equity
	Respect for diversity
✓	Ongoing learning and reflective practice
<b>Practice</b>	
	Holistic approaches
	Responsiveness to children
✓	Learning through play
✓	Intentional teaching
✓	Learning environments
	Cultural competence
	Continuity of learning and transitions
	Assessment for learning
<b>Outcomes</b>	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

# 3A Involving children in sustainability

Children need to be involved in discussions and learning experiences about sustainable practices. This should be part of their daily routine. Children should also be encouraged to participate in the feedback and evaluation stages of developing an SMP, allowing them to comment on the systems currently in use.



## Daily routines and activities

Learning about sustainability starts with everyday practice. Sustainable practices should be embedded in the children’s routine.

### Ways to encourage children to be sustainable include:

- ▶ turning off the water when they wash their hands
- ▶ turning off the lights when they leave a room
- ▶ picking up equipment and materials when they are finished with them
- ▶ recycling paper and cardboard in their rooms
- ▶ putting on a jumper instead of turning on the heater.

Sustainable practice can also be built into activities where children are learning to take responsibility for different roles and tasks. This may include activities such as:

- ▶ composting food scraps and using worm farms
- ▶ gardening and cooking
- ▶ caring for a service pet
- ▶ finding ways to reuse or recycle water.

Other day-to-day activities that can be used to engage with sustainability are included in the following table.

Activity	How to involve children
Being involved in policy or philosophy development	<ul style="list-style-type: none"> <li>▶ Ask children what they want their world to look like.</li> <li>▶ Have children draw the things they like about the natural and man-made environment.</li> <li>▶ Ask children what they can do to improve their environment.</li> </ul>
Sharing knowledge	<ul style="list-style-type: none"> <li>▶ Invite children to talk about their pets and favourite animals.</li> <li>▶ Provide opportunities to share experiences they have had in natural environments; for example, camping in the bush or swimming at the beach.</li> <li>▶ Invite them to talk about energy-saving measures or practices they use at home.</li> </ul>

Activity	How to involve children
Learning new ideas	<ul style="list-style-type: none"> <li>▶ Use books, DVDs, puzzles, games, posters, newspapers and the internet to learn about environmental sustainability.</li> <li>▶ Watch videos and cartoons. Some great ones for children can be found at: <a href="http://aspirelr.link/sustainability-hub-videos">http://aspirelr.link/sustainability-hub-videos</a></li> </ul>
Taking ideas home	<ul style="list-style-type: none"> <li>▶ Create learning stories that demonstrate how the environment has changed or improved.</li> <li>▶ Work together to develop an environmental audit form to take home.</li> <li>▶ Have children write a letter to a local hardware store asking if they will discount sustainability resources if a number of families make a purchase (for instance, water tanks, compost bins or worm farms).</li> <li>▶ Invite donations of second-hand materials and items from home.</li> </ul>

## Example

### Involving children in sustainability activities

The children in Mara's service have been involved in creating a vegetable garden. They helped with the physical tasks and in the decision-making process. The children contributed to discussions about where to put the garden, how big it should be and what to plant in it.

For the project to succeed from this point, there are a number of activities Mara plans to do with the children:

- ▶ She will provide resources for the children to find out what plants need to thrive. The children will then create posters illustrating the plants' needs.
- ▶ She will have a discussion with the children about what they need to do to care for the plants.
- ▶ She will lead a discussion about the importance of each of these tasks and how the jobs are to be divided up; this will assist the children in taking responsibility.
- ▶ With the children's input, she will compile a schedule of which tasks are to be done, on what day and by whom.

This schedule will be recorded in the form of a table and put on display. Each day the schedule will be consulted and the children will assist with their jobs.

## Feedback and evaluation

Children can give feedback and evaluate the experiences and programs they have been involved in. They can also be asked to identify ways the programs could improve. This is accomplished by allowing the children to discuss their experience of the program. You might ask questions such as:

- ▶ What did you enjoy most?
- ▶ What would you like to do again?
- ▶ What didn't you like doing?
- ▶ How could you do this and make it more fun?
- ▶ What would you like to do differently?
- ▶ What do you think would make this better?
- ▶ Where can you get help with this?
- ▶ How can you find out more?

Children will give feedback spontaneously during the course of learning projects or activities. They might be excited, disengaged, concerned, bored, or unsure what to do and why they should do it. These situations provide opportunities for discussions identifying what the issue might be and involving the children in coming up with solutions, trying them out and discussing the outcomes.

You should observe and try to understand why a project doesn't work, but it's important to also actively have discussions with children about what they find interesting or fun.

## Practice task 8

1. Locate **three** resources that would encourage children to discuss sustainable practices.

For each resource:

- ▶ name and describe the resource
- ▶ list the ideas related to sustainable practices that the children would learn from the discussion.

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2. Other learning experiences may result from the discussion.
  - a. Describe **two** learning experiences that may result from the discussion that are based on sustainable practices that take place within a daily routine.

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- b. Explain how you would implement each experience and involve the children in them.

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c. Identify any other resources you would need for these experiences.

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d. List some questions you could ask the children to evaluate the success of the experiences.

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# 3B Engaging adults and children in sustainable practices

Families and the wider community are an important source of knowledge, skills and values. Engaging with other adults is part of your role as an educator. Sharing information and ideas about the sustainable practices of the service is the best way to engage their attention and get them involved.



Making change can be difficult. It involves an honest evaluation of the current situation, and a willingness to invest time and energy into finding new ways to operate. Making changes in an organisation is complex; it requires positive leadership and the creation of a vision that motivates people to work towards identifying and achieving goals.

Watch this video about engaging all stakeholders in the service’s environmental practices.



## Encouraging participation

There are many stakeholders who may be able to contribute to the sustainability practices of the service. It is worth considering people within the service, from children’s families and in the wider community.

## Within the service

Educators and other staff in the service should encourage learning opportunities about environmental sustainability at all times, including in everyday tasks. There are many opportunities both in and outside the service you can take advantage of. Some examples are outlined in the following table.

Who	Ways to encourage learning about sustainability
Educators	<ul style="list-style-type: none"> <li>▶ Use natural resources where possible, such as drying washing outdoors in the sun.</li> <li>▶ Use ‘green housekeeping’ practices such as minimising waste, recycling, and reducing water and energy consumption.</li> <li>▶ Plan excursions and incursions focused on sustainable practices, such as:                             <ul style="list-style-type: none"> <li>– visiting a recycling centre</li> <li>– contacting the council to run sustainability workshops or events</li> <li>– visiting the zoo to learn about the animals and conservation.</li> </ul> </li> <li>▶ Invite families and other community members to share their sustainable ideas and practices.</li> <li>▶ Work with families and children to research native wildlife.</li> <li>▶ Draw attention to the displays and literature about environmental issues at the service.</li> </ul>

Who	Ways to encourage learning about sustainability
Cooks	<ul style="list-style-type: none"> <li>▶ Source organic foods.</li> <li>▶ Recycle food waste.</li> </ul>
Cleaners	<ul style="list-style-type: none"> <li>▶ Source biodegradable cleaning products.</li> <li>▶ Make and use simple homemade natural cleaning agents.</li> </ul>
Maintenance workers	<ul style="list-style-type: none"> <li>▶ Use natural pesticides.</li> <li>▶ Conserve water.</li> <li>▶ Repair damaged items.</li> </ul>
All staff	<p>All adults should role-model practices that encourage sustainability; for example:</p> <ul style="list-style-type: none"> <li>▶ recycling water from water play into the garden</li> <li>▶ emptying children's drinking bottles onto the garden</li> <li>▶ asking families to bring in recyclable items to use for arts and craft</li> <li>▶ using environmentally friendly products.</li> </ul>

## Within families and the wider community

You need to encourage families and the wider community to adopt sustainable practices, share ideas and get involved. Some examples are outlined in the following table.

Who	How they can be involved
Families	<ul style="list-style-type: none"> <li>▶ Promoting the use of environmentally friendly products in the home</li> <li>▶ Participating in service activities, events or forums relating to conservation, sustainability and maintaining a healthy environment</li> <li>▶ Continuing to promote children's sustainable practices at home; for example, turning off taps when brushing teeth, having shorter showers, turning off lights when leaving a room and putting on a jumper instead of turning on the heater</li> </ul>
Community members and organisations	<ul style="list-style-type: none"> <li>▶ Providing expertise</li> <li>▶ Providing learning resources</li> <li>▶ Visiting as a guest speaker</li> <li>▶ Allowing the children to visit their facilities</li> </ul>
Suppliers	<ul style="list-style-type: none"> <li>▶ Sourcing or donating sustainable materials</li> <li>▶ Sponsoring a program</li> <li>▶ Providing expertise</li> </ul>

## Strategies for engaging families

Aim to get everyone associated with the service on board and working towards sustainability. Some will welcome the organisation’s commitment and offer as much support as they can. Others will agree it is a positive move, but for a variety of reasons may only be able to make a limited contribution. Others will be indifferent, and some might disagree with the program and object to it being promoted within the service.

Ongoing, positive and respectful education and promotion is essential for the program to be successfully adopted and implemented. Talk to people and do some research to find out the skills and knowledge of families and community members. Where possible, promote the program through personal contact and make personal invitations to people who may be able to contribute. If you are inviting others to participate in discussions and feedback, it is important that this is not a token gesture and that you take contributions seriously. Token efforts of inclusion will soon be seen as a waste of families’ valuable time and participation will decline.

Some other strategies for engaging families and community members are outlined in the following table.

Activity	Suggestions for including others
Being involved in policy and philosophy development, feedback and problem-solving	<ul style="list-style-type: none"> <li>▶ Provide surveys or suggestion boxes to gather feedback.</li> <li>▶ Ask families to contribute to a mural that represents what they want the service to look like or value.</li> <li>▶ Ask for reflections on what you are implementing.</li> <li>▶ Ask for ideas as part of problem-solving.</li> <li>▶ Hold discussions about the sustainability program.</li> </ul>
Sharing knowledge	<ul style="list-style-type: none"> <li>▶ Invite family members to speak at meetings, run workshops or host discussion groups.</li> <li>▶ Contact parents and community members who have specialty knowledge or who implement sustainable procedures at home.</li> </ul>
Taking ideas home	<ul style="list-style-type: none"> <li>▶ Provide take-home resources, such as books and games.</li> <li>▶ Provide links to online activity sites, such as: <a href="http://aspirelr.link/ollies-world">http://aspirelr.link/ollies-world</a></li> <li>▶ Write a newsletter for parents.</li> <li>▶ Create and share an environmental audit for the home or office.</li> </ul>
Contributing to the service	<ul style="list-style-type: none"> <li>▶ Ask for donations of resources or goods.</li> <li>▶ Ask for recommendations of local organisations and environmental excursion ideas.</li> <li>▶ Request volunteers for a working bee.</li> <li>▶ Hold activities for recognised events such as Clean Up Australia Day.</li> </ul>

Your requests for participation in the program should be respectful and understanding of people’s other commitments. The tasks should be achievable and you should be clear about what kind of involvement you are requesting. Positive outcomes foster positive attitudes and continuing support for the program.

To maximise the likelihood of parents' involvement, you need to provide detailed information about what you are planning and what you expect from them.

Tell them:

- ▶ what the strategy is
- ▶ why it is beneficial
- ▶ what preparation is required
- ▶ what resources and materials are needed
- ▶ how it will be implemented
- ▶ how you plan to involve the children.

Presenting this information in a simple, clear document will help to organise your thoughts and lead to a more positive response from families and community members.

Example	<b>Providing information about change</b>	
	<b>Action: Starting a compost heap</b>	
	<b>Benefits</b>	<ul style="list-style-type: none"> <li>▶ Recycling</li> <li>▶ Reducing waste</li> <li>▶ Creating mulch and fertiliser for the garden</li> <li>▶ Involving parents and children</li> <li>▶ Learning about ecosystems and biodiversity</li> </ul>
	<b>Preparation</b>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>▶ read Garden Greenies compost page online at: <a href="http://aspirelr.link/how-to-make-compost">http://aspirelr.link/how-to-make-compost</a></li> <li>▶ help children create a poster about the things that can go into the compost heap</li> <li>▶ build or buy a compost container.</li> </ul>
	<b>Resources</b>	<ul style="list-style-type: none"> <li>▶ Compost container</li> <li>▶ Child-sized shovels and rakes</li> </ul>
	<b>Implementation</b>	<ul style="list-style-type: none"> <li>▶ Children will put scraps into the compost heap.</li> <li>▶ Children or educators will turn over the heap every few days.</li> </ul>
<b>How to involve children</b>	<ul style="list-style-type: none"> <li>▶ Empty the scraps into the heap.</li> <li>▶ Discuss biodiversity and ecosystems.</li> <li>▶ Discuss what happens in the compost heap.</li> <li>▶ Encourage children to bring scraps from home for the heap.</li> </ul>	

## Barriers to change

There are a number of potential barriers that must be taken into account when planning a change. Some of these are described in the following information.

### Stakeholders

Negative and resistant attitudes can undermine a program. Listen to what these people have to say and respectfully include their concerns in the consultative process. Offer them support and involve them in creative problem-solving to promote a sense of empowerment.

Time constraints are a very real barrier to participation. Design bite-sized opportunities for participation.

The introduction of the service's sustainability program may be seen as yet another demand on already committed and supportive people. Burnout is a real possibility. Remember to be realistic in assessing what can be done and to introduce change slowly, with clear avenues of communication for feedback.

Lack of motivation and frustration can develop if investment in the program is not seen to be producing results. Be sure to set small achievable, measureable targets to reinforce the value of people's involvement.

Negative messages will not help your cause. Strive towards an approach that promotes excitement, creativity, experimentation, investigation, curiosity and fascination. Celebrate progress, recognise achievements and acknowledge everyone's contribution.

### Organisational culture

There is a risk that the sustainability program will be sidelined and only considered from time to time. Embedding practices in daily routines, ensuring clear communication, reviewing the program regularly, and providing support in problem-solving will all serve to integrate the program into the service culture.

### Resources

Budgetary constraints will have an effect on all aspects of the program. You may have to find resources or labour in alternative ways.

Your built environment may not be ideal for maximising sustainability practices. Be innovative. Make what small changes you can and perhaps develop a 10-year plan for larger projects.

Environmentally friendly resources and supplies may not be available or affordable. Work with what is available to lessen your service's environmental footprint. Any improvement is a step forward.

## Drivers for change

Changing existing behaviour is not always easy, particularly if it is a big change, or if people cannot see or do not value the reason behind the change.

However, if you understand how people might react, and plan for the change to be implemented in a systematic and supported way, you are much more likely to succeed.

In *Driving behavioural change*, Rhonda Miller supports this idea and suggests that the change process needs to be carefully planned. An organisation usually passes through three stages on its way to change, as the following outlines.

### Unlearn the old behaviour

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- ▶ Make sure everyone understands the need for change.
- ▶ Explain what would happen if the current behaviour is continued (for example, show the impact on the environment).

**Apply the new behaviour**

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- ▶ Show how to make the change (for example, through coaching, mentoring or professional development). Focus on what needs to happen rather than on the problems of change.
- ▶ Provide opportunities for people to try out the new behaviour in a safe and friendly environment.
- ▶ Provide professional development on the principles or aims behind the change, if necessary.

**Embed the new behaviour**

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- ▶ Focus on the new behaviour until it becomes automatic.
- ▶ Regularly remind people to make the change.
- ▶ Provide consistent positive feedback when you see the new behaviour.

For more information see: <http://aspirelr.link/driving-behavioural-change>

**Using incentives for change**

Incentives can motivate people to make changes.

Some ideas for incentives to increase participation in the service's sustainability practices include:

- ▶ making discussions social occasions; for example, holding a quiz night on the topic of the environment to stimulate discussion of environmental and sustainability themes
- ▶ holding a barbecue after a weekend gardening session
- ▶ holding events that provide useful or advantageous information for parents; for example, advertising an event focused on environmental sustainability as an evening of 'tips to save money on your bills'
- ▶ offering free items or information on how to obtain government-subsidised items for reducing energy consumption
- ▶ organising discounted energy-saving items through local suppliers.

**Example****Discussing change with families**

An educator organises an evening with a guest speaker to raise the issue of reducing carbon emissions at the service.

She advertises it with the following notice.

**Cutting your energy bills:**  
**A talk by Bernie Jones from the EPA**  
**Supper provided**

The topic and speaker are designed to spark the parents' interest and encourage them to attend.

After a brief presentation and an opportunity for parents to ask questions, the educator explains that the service is undertaking a program to reduce its carbon footprint.

An outline of the management plan is presented. The parents are then divided into small groups to brainstorm how they might become involved. The results are shared and they devise a plan to get started.

# Practice task 9

1. Identify a change in the sustainable practice of a service that you would like to introduce.

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2. List any possible barriers to this change and explain how you would overcome them.

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3. Describe in detail how you would involve one of the following stakeholder groups:

- ▶ children
- ▶ educators
- ▶ cooks
- ▶ cleaners
- ▶ maintenance workers.

Ensure you include how you will take them through the three stages of change:

- ▶ Unlearn the old behaviour.
- ▶ Apply the new behaviour.
- ▶ Embed the new behaviour.

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## Summary

- ▶ It is important to educate children about sustainable practices and encourage them to participate in discussions.
- ▶ Involve children in evaluating programs they have been involved in and thus provide opportunities for creative problem-solving and innovation.
- ▶ Consider all stakeholders' possible contributions to the implementation of the service's sustainability practices.
- ▶ By sharing information, you will encourage others to become involved, and to start questioning their practices and thinking about how they can participate in sustainable practices in the service.
- ▶ When involving others in change, let them know what the strategy is, why it is beneficial, what preparation is required and what resources are needed, and provide clear details of the implementation.
- ▶ When planning to involve others, barriers to participation need to be considered and addressed.

# Learning checkpoint 3

## Supporting others to implement sustainable practices

### Part A

Access a service’s cleaning and maintenance policies and procedures, and any policies and procedures for sustainable practices. Use these to create a poster that shows children how to perform a cleaning task (for instance, wiping down the tables after art) using environmentally friendly products.

### Part B

1. Prepare a fact sheet for either parents or a group of colleagues. Include the following information:
  - a. A list of **three** sustainable practices that might be currently implemented in an education and care service. The practices should include:
    - ▶ one that relates to cleaning and maintenance
    - ▶ one that relates to the building
    - ▶ one that relates to equipment and resources.
  - b. Why these practices are important to an education and care service
  - c. How the adults might participate in these sustainable practices
  - d. The types of barriers the adults might face when implementing these practices and an idea on how to overcome these.
2. Reflect on the barriers you have listed in your fact sheet and provide one idea of an incentive that could help behavioural change occur in the environment.

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## Topic 4

In this topic you will learn about:

**4A** Reviewing service philosophy, policies and procedures

**4B** Implementing changes with stakeholders

## Embedding sustainability into service policies and procedures

Sustainability is not about simply adding some environmental awareness activities to the program. It needs to be incorporated into the organisation's culture to ensure that changes occur. This can be achieved through embedding sustainability practices in the service philosophy, policies and procedures.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

<b>National Quality Standard</b>	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children’s health and safety
	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership
<b>Early Years Learning Framework</b>	<b>My Time, Our Place</b>
<b>Principles</b>	
	Secure, respectful and reciprocal relationships
✓	Partnerships
	High expectations and equity
	Respect for diversity
✓	Ongoing learning and reflective practice
<b>Practice</b>	
	Holistic approaches
	Responsiveness to children
	Learning through play
	Intentional teaching
	Learning environments
	Cultural competence
	Continuity of learning and transitions
✓	Assessment for learning
<b>Outcomes</b>	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

# 4A Reviewing service philosophy, policies and procedures

One of the responsibilities of an educator in a supervisory or coordinating role is to regularly review the service’s philosophy, policies and procedures in relation to sustainable practices. Most services have a sustainability policy that identifies ways to reduce waste, conserve power and encourage recycling. These measures must be continually monitored and evaluated to ensure that sustainability practices are embedded in the organisation’s policies and procedures.



Watch this video about being involved in the development of policies and procedures.

## Checking the service philosophy

The philosophy is a statement of values and beliefs. The values expressed in the organisational philosophy must be reflected in the organisation’s policies, procedures and practices. Policies and procedures provide the framework for translating the philosophy into practice.

A service’s values and beliefs about sustainability, as expressed in the service philosophy, may say something like:

‘The service values and respects the natural environment and recognises its responsibility to develop, implement and model environmentally sustainable practices that foster in children an ongoing appreciation and commitment to care for the world in which they live.’



Ideally there should be a direct relationship between the philosophy, policies, procedures and practices of an organisation.

Translating philosophy into practice	
<b>Philosophy</b>	States what you value; for example, the natural environment.
<b>Policy</b>	States your goals; for example, to foster an appreciation of the natural environment.
<b>Procedures</b>	Describes your aims and the way things are done; for example, to provide natural flora in the environment.
<b>Practices</b>	Describes how you will do it and the strategies for doing so; for example, planting seeds, and using rocks and logs for outdoor play.

## Example

**Interrelation of policy, procedures and practices**

One policy can relate to two or more procedures, which in turn relate to a number of different practices. The following table demonstrates how all aspects interrelate for one of the environmental policies in a service.

<b>Program: The natural environment</b>		
<b>Policy</b>	<b>Procedures</b>	<b>Practices</b>
Develop and implement programs that nurture children's appreciation of the natural environment.	Provide an environment that has a variety of flora and fauna, and a balance of aesthetics that provide for children's sensory awareness and appreciation of natural materials.	<p>The following will be provided in the service:</p> <ul style="list-style-type: none"> <li>▶ native plants in the garden</li> <li>▶ different kinds of bark and leaves</li> <li>▶ herb garden</li> <li>▶ natural materials for use in play</li> <li>▶ smooth stones</li> <li>▶ rounded boulders for stepping stones, walls or places to sit.</li> </ul>
	Ensure natural play materials and resources that have been borrowed from the environment are disposed of appropriately and thoughtfully.	<ul style="list-style-type: none"> <li>▶ Children have an understanding of the delicate ecological balance in the environment.</li> <li>▶ Children return 'borrowed' natural materials to their place of origin.</li> <li>▶ Water used in water play and art is reused to water the garden.</li> </ul>

**Reviewing policies and procedures**

The service philosophy, policies and procedures must clearly identify sustainable practices as a priority. To ensure they promote sustainable work practices and are up to date, they must be reviewed annually.

The aim of an annual review is to investigate whether existing procedures and policies complement the practices in the service, and to identify areas for potential change.

**Process for reviewing sustainability policies and procedures**

1. The process begins by identifying current sustainability practices in the organisation. These practices can be grouped into different categories, such as waste or lighting.
2. The list of work practices can then be checked against the existing policies and procedures. This is a quick and easy way to find areas that are already covered, areas that interrelate, and areas in which new policies or procedures need to be developed.
3. Gaps in the policies and procedures relating to existing work practices should then be filled in. The policies and procedures should appropriately reflect current practices.

**Example**

**Sustainability review process**

A service was conducting its annual review into the policies and procedures that relate to sustainable work practices.

The following table was developed, which shows the practices the service currently implements, and the policies and procedures that these practices represent.

<b>Workplace resource</b>	<b>Practices</b>	<b>Procedure</b>	<b>Policy</b>
<b>Lighting and ventilation</b>	<ul style="list-style-type: none"> <li>▶ Using skylights</li> <li>▶ Having north-facing windows that let in winter sun</li> <li>▶ Using shade to protect building and windows from heat</li> <li>▶ Taking advantage of natural ventilation</li> </ul>	Use natural sources of energy	Reducing the organisation’s carbon footprint
<b>Transport</b>	<ul style="list-style-type: none"> <li>▶ Purchasing from local suppliers</li> <li>▶ Using energy-efficient cars</li> </ul>	No procedure	Reducing the organisation’s carbon footprint
<b>Waste</b>	<ul style="list-style-type: none"> <li>▶ Using china cups</li> <li>▶ Using reusable containers</li> <li>▶ Purchasing in bulk</li> </ul>	Reduce the amount of resources used	No policy
<b>Recycling</b>	<ul style="list-style-type: none"> <li>▶ Reusing paper for art activities</li> <li>▶ Reusing clean waste materials</li> <li>▶ Recycling waste</li> </ul>	No procedure	No policy

The review identified that there was:

- ▶ no procedure for transport
- ▶ no policy for waste management
- ▶ no policy or procedure for recycling.

The service addressed these gaps and developed new policies and procedures, which are represented in the following table.

Workplace resource	Practices	Procedure	Policy
<b>Lighting and ventilation</b>	<ul style="list-style-type: none"> <li>▶ Using skylights</li> <li>▶ Having north-facing windows that let in winter sun</li> <li>▶ Using shade to protect building and windows from heat</li> <li>▶ Taking advantage of natural ventilation</li> </ul>	Use natural sources of energy	Reducing the organisation's carbon footprint
<b>Transport</b>	<ul style="list-style-type: none"> <li>▶ Purchasing from local suppliers</li> <li>▶ Using energy-efficient cars</li> </ul>	Reduce petrol emissions	Update policy with new procedure: Reducing the organisation's carbon footprint
<b>Waste</b>	<ul style="list-style-type: none"> <li>▶ Using china cups</li> <li>▶ Using reusable containers</li> <li>▶ Purchasing in bulk</li> </ul>	Reduce the amount of resources used	New policy: Waste reduction policy
<b>Recycling</b>	<ul style="list-style-type: none"> <li>▶ Reusing paper for art activities</li> <li>▶ Reusing clean waste materials,</li> <li>▶ Recycling unwanted and waste items and products</li> </ul>	New procedure: Reuse materials where possible	Update new policy with new procedure: Waste reduction policy

## Evaluating practices

In addition to checking policies and procedures against current practice, you also need to evaluate the practices of the service against your current sustainability goals and identify whether there are any areas that need to be changed.

By looking at current practices, you can see how policies and procedures have been implemented and whether they need to be further changed to produce better outcomes. The following table shows how a service could assess its sustainability practices.

The natural environment			
Policy	Procedures	Practices	Yes/No
Develop and implement programs that nurture children's appreciation of the natural environment.	Provide an environment that has a variety of flora and fauna, provides for the children's sensory awareness and promotes the appreciation of natural materials.	Plant native plants in the garden.	Yes
		Plant a variety of native grasses.	Yes
		Existing materials are a mix of man-made and natural; for example, wooden playground equipment or pebble paths.	No, could improve

## Types of evaluation

There are two main types of evaluation that can be used in an education and care setting.

### Quantitative evaluation

Quantitative observations are made using specific tools or measurements. The results can be measured or counted, and any other people assessing the same situation will obtain the same results.

Examples of quantitative evaluations are:

- ▶ calculating the usage of resources by looking at bills or invoices
- ▶ auditing accounts, suppliers or waste management systems
- ▶ recording the number of community or parent meetings
- ▶ recording the number of people who attend meetings or events
- ▶ recording the number of outings.

### Qualitative evaluation

Qualitative evaluation is more subjective. This type of evaluation is based on the senses and might look at what, how or why something happened.

Examples of qualitative evaluations can include records of:

- ▶ learning goals
- ▶ observations
- ▶ what was raised in a discussion
- ▶ feedback from interviews, questionnaires or incidental conversations
- ▶ opinions and comments
- ▶ people's willingness and ability to participate in a practice.

## Designing evaluation

When designing an evaluation, try to use both qualitative and quantitative methods. Different types of evaluations are suitable for different situations. They can also be used together to create a fuller picture of a situation.

The results of quantitative evaluations can be quickly and clearly communicated. Pictorial representations, such as graphs, are particularly useful as they are easily read. On the other hand, qualitative reporting is more personal, sometimes more in-depth, and, as the name suggests, records and communicates the qualities of the organisation's sustainability program.

Whatever type of evaluation method you choose, you must be realistic about:

- ▶ who will do it
- ▶ the amount of time required to design the evaluation and gather, interpret, collate and report the data.

You may need to tailor the report to suit the context and the age of the people receiving the information.

### Example

#### Quantitative and qualitative data

Olivia, an educator, is analysing some recent parent and community meetings held in the service. She finds the following results, both of which provide useful information.

##### Quantitative results

Number of parent and community meetings: 8

Number of people who attended each meeting: 20, 15, 19, 12, 17, 8, 9, 10

Maximum attendees: 20

Minimum attendees: 8

Number of guest speakers: 3

Number of people who attended meetings with guest speakers: 15, 19, 17

##### Qualitative results

Feedback from a parent about the meetings:

'I come to all the parent meetings on sustainability. Although I sometimes find it difficult to organise my time to attend, I still come because I am interested in learning about sustainability. I like to hear what the service is doing, but I think the best meetings are the ones where there are guest speakers who give us tips on how to save money on our bills. I like the supper because it provides an opportunity to be social, since at the start I didn't know any other families in the area.'

# Practice task 10

1. Review a service philosophy and write down the parts that relate to sustainability. What statement could you add to represent what you would like to achieve in a service?

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2. Choose one of these sustainability topics: waste, recycling, energy, water, paper or repackaging. Identify the topic you chose and a practice in a service that relates to this topic.

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3. What qualitative and quantitative measures would you use to evaluate this practice? Include an example of each one.

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# 4B Implementing changes with stakeholders

The review process often highlights a need for change. To make changes in your service, you need to be able to convince the various stakeholders involved that some kind of change is necessary by providing evidence. Once they think it's important, you need to decide what the change will actually be by consulting with stakeholders.



## Providing evidence

The information you collected in the review and evaluation process is the evidence you need to support your argument for sustainable practices. Data must be collected, collated and analysed. Once this task is complete, you should be able to prepare a report that:

- ▶ identifies the issue or problem
- ▶ summarises the changes that are required
- ▶ provides the rationale behind each suggested change.

This report can then be used to discuss the issues with your stakeholders. Remember to keep your report clear, concise and tailored to the audience.

You could present evidence that shows both qualitative and quantitative data, as demonstrated in the following.

	Qualitative data	Quantitative data
Result of review/evaluation	In the evaluation it was observed that cleaning products were not biodegradable and in some cases were toxic, polluting and not in recyclable packaging. The review revealed that there were no policies or procedures to address the sustainability of the service's cleaning practices.	Power usage 05 July 17 – 04 Oct 17: 994.267 kWh  Power usage 05 Oct 17 – 04 Jan 18: 985.159 kWh
Changes needed	Develop policies and procedures to promote sustainable practices.	Review policies, procedures and practices to devise ways to improve outcomes.

Alternatively, you could use a table like the following, which focuses on the changes that need to be made and the reasons for these.

Review findings		Possible changes	
Practices	Policy	Procedures	Practices
Cleaning products were not biodegradable and in some cases were toxic, polluting and not in recyclable packaging. The review revealed that there were no policies or procedures to address the sustainability of the service's cleaning practices.	Development needed	Development needed	Development needed
Electricity consumption has not been reduced.	Reducing the organisation's carbon footprint	Development needed	Development needed

**Example**

### Presenting evidence for change

Heather, an educator, asks the children to make a wish about what they would like to have in the service. She records a video of this on a tablet. The results are collated to make a list of wishes.

Most of the children wish for a pet. The service has no policy or procedures for pets. Heather knows that keeping a pet could be a good learning experience, but that policies and procedures need to be identified so that practices can be developed. Heather reviews the organisation's sustainability policy and finds that keeping a pet may be incorporated into the policy to 'promote an appreciation for nature'.

To present this area of possible change to the educators for discussion, Heather prepares the following table, which is presented with the video of the children's wishes.

Review findings	Possible changes		
Practices	Policy	Procedures	Practices
The children report that they would like to have a pet in the service.	Promoting an appreciation for nature	Developing responsibility	<ul style="list-style-type: none"> <li>▶ Involving children in decision-making</li> <li>▶ Taking responsibility for tasks</li> <li>▶ Ensuring the animal's safety</li> </ul>
		Learning about animals' needs	<ul style="list-style-type: none"> <li>▶ Reading stories and watching DVDs</li> <li>▶ Visit to children's farm, zoo or pet shop</li> <li>▶ Guest to visit with animals and talk about their needs</li> </ul>
		Caring for an animal	<ul style="list-style-type: none"> <li>▶ Providing housing and food</li> <li>▶ Safe play and affection</li> <li>▶ Cleaning and grooming</li> </ul>

## Identifying stakeholders

In this context, a stakeholder is anybody who can affect or be affected by the potential change. They can be internal or external.

### Some of your stakeholders may include:

- ▶ educators
- ▶ cleaners
- ▶ parents
- ▶ parent or management committees
- ▶ community members or organisations
- ▶ suppliers.

Within all of these groups there will be social diversity. Be mindful of this in any of your communications to ensure the program is inclusive and respectful. Factors to consider may include:

- ▶ gender
- ▶ age
- ▶ ethnicity or cultural background
- ▶ religion
- ▶ socioeconomic group
- ▶ education level
- ▶ work experience
- ▶ values.

## Including stakeholders

One of your most challenging tasks involves changing attitudes and behaviours. It is almost impossible to change people's attitudes if they do not understand the reasons for the change and accept some responsibility. For this reason, it is essential to engage stakeholders through a process of consultation and democratic decision-making.

Being involved in developing change promotes a sense of ownership and empowerment, and can reduce resistance. For example, parents and staff may feel more committed to change if you allow them to think of the sustainable alternatives they would like to implement in the service.

## Strategies

The process of including stakeholders in change requires a range of strategies.

You can inform people of any planned changes and invite them to participate in a consultation process. You could do this by using:

- ▶ noticeboards
- ▶ information nights
- ▶ parent newsletters
- ▶ local papers
- ▶ staff or management meetings
- ▶ seminars and workshops.

Use a method suitable for the skills, roles and ages of the stakeholders. For example, staff may be more actively involved in meetings to develop policies and procedures. Communication with parents and community organisations may need to be less formal, such as through information nights, workshops, a brief newsletter, a poster on display in the service or an article in the local paper. For children, stimulating problem-solving discussions can be based on drawings, stories, videos and photos.

## Methods

There is a range of methods that can be used to facilitate the change process. These might help all stakeholders to present their ideas, brainstorm new ideas or begin to implement a change. They will encourage participation and allow people to feel involved.

Some ideas include:

- ▶ providing sustainability education
- ▶ going on outings to visit other services to see their programs and gather ideas
- ▶ forming project teams involving concerned people eager to implement change
- ▶ consulting with parents or community members to participate as experts
- ▶ having demonstrations or talks
- ▶ holding movie nights
- ▶ conducting research to develop reports
- ▶ adopting a trial period for proposed changes
- ▶ brainstorming
- ▶ identifying and discussing advantages and disadvantages
- ▶ holding question and answer sessions
- ▶ holding group meetings to provide opportunities for the free expression of concerns and a range of views from parents, staff and the wider community
- ▶ negotiating a consensus
- ▶ collective problem-solving
- ▶ providing flexibility and a willingness to adjust strategies.



## Finalising changes

Change should be a regular process. Some innovations are simple, while others involve a long-term attitude adjustment. In either case, small steps need to be taken to make adjustments as changes are implemented. People also need an indication of how the process is going and what has been achieved.

While the ongoing process of development is essential, changes need to be finalised and embedded into the organisation's policy, procedures and practices in order to be clearly acknowledged and adopted.

An action plan provides a clear framework for change. It describes the steps involved in the process and specifies how the change will be finalised. A comprehensive action plan should consider the need for constant checkpoints and feedback. It will also involve stakeholders in its implementation. Priorities, tasks, roles and time lines must be assigned. Strategies to monitor the change process must also be devised.

## Example

**Action plan for change**

The decision to change to sustainable cleaning practices has been embedded in the service policies and procedures. The following table is an action plan for finalising the change. Its presentation is clear and simple, and it clearly defines actions, roles and monitoring procedures.

Aim: To avoid the use of chemicals that are harmful to the environment

Process: To change to more sustainable cleaning agents

**Action plan****Aim: to avoid the use of chemicals that are harmful to the environment**

<b>Actions</b>	<b>Person responsible</b>	<b>Monitoring checkpoints</b>
Invite guests to speak to staff about the impact of chemicals on the environment and health.	▶ Director	▶ Feedback from workshops ▶ Formal questionnaire
Provide relevant and up-to-date literature on environmental issues.	▶ Project team of staff and parents	▶ Analyse use of resource library
Research alternatives to commercial cleaners and locate a local supplier.	▶ Staff ▶ Parents	▶ Staff feedback on effectiveness
Ensure staff are aware of the applications of cleaning products, and provide adequate space and written instructions for mixing recipes.	▶ Supplier ▶ Expert consultant ▶ Parents	▶ Use staff confidence as an indicator
Organise and conduct a meeting to advise parents of change.	▶ Director ▶ Project team	▶ Journal of questions and feedback
Provide a forum for staff to raise concerns, discuss issues and generate resolutions.	▶ Director	▶ Time is used to positively resolve issues and concerns ▶ The level of discussion that is generated
Join conservation groups to keep staff informed of current developments.	▶ Director	▶ Informal feedback through incidental conversations

# Practice task 11

1. Choose one of these sustainability topics:

- ▶ waste
- ▶ recycling
- ▶ energy
- ▶ water
- ▶ paper
- ▶ repackaging.

Identify the topic you chose and describe how you would review a service's policies, procedures and practices in relation to this topic.

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2. Describe how you would collate and record the data from your review.

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3. Choose a change you could make that relates to this topic.

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4. Identify **three** stakeholder groups you would need to involve in implementing this change.

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5. Describe the steps you would take to discuss the change.

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6. Create an action plan using a table similar to the following.

<b>Aim:</b>		
<b>Actions</b>	<b>Person responsible</b>	<b>Monitoring checkpoints</b>

## Summary

- ▶ To be effective and ongoing, sustainability needs to be embedded in the organisation’s philosophy, policy, procedures and practices.
- ▶ A service’s philosophy, policy and procedures need to be checked regularly to ensure they are current and reflect the service’s practices.
- ▶ Policies and procedures must be evaluated together with the outcomes of current sustainability practices to identify areas where change may be required.
- ▶ You may have to make changes to align the service’s philosophy, policies and procedures more appropriately with current sustainability legislation, sustainability practices the service wishes to introduce, or to address changes in the service. To be able to do this, data collected must be collated, analysed and reported.
- ▶ It is essential to engage stakeholders in the process of consultation and democratic decision-making to decide what changes will be made.
- ▶ For changes to be clearly recognised and adopted, they need to be formalised and embedded in the organisation’s policy, procedures and practices. An action plan provides a clear framework for a change to be finalised once it has been formulated.

# Learning checkpoint 4

## Embedding sustainability into service policies and procedures

### Part A

Work with a colleague or supervisor to review the sustainability philosophy, policies or procedures of a service.

1. List the philosophies, policies or procedures that you read.

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2. Summarise the existing sustainable practices you found in the philosophies, policies and procedures you read.

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3. Briefly explain how the philosophy, policies and procedures comply with NQS Element 3.2.3.

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4. What is a potential change that could be made to the philosophy, policies and procedures to increase the service's sustainability?

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## Part B

Focus on the potential change you identified and think about how it could be implemented.

1. Use the area of potential change recommended and develop an action plan for implementing the change. Use the following table or similar to record details of the action plan.

Aim:		
Actions	Person responsible	Monitoring checkpoints

2. Explain how you would implement the change into the service.
  - a. Describe what strategies you would use to involve various stakeholders.

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- b. Describe how you would finalise the change after agreement with the appropriate stakeholders was reached.

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- c. Describe any barriers you may encounter during the change process and how you could overcome these barriers.

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3. Evaluate the potential change.

- a. Ask your supervisor, trainer or assessor to provide some feedback regarding your action plan and the change process. Write down any feedback they provide.

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- b. What strategy would you use to evaluate this change after implementation? Include whether this evaluation would be quantitative or qualitative.

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