



Kinburra Preschool

Environmentally Responsible Policy

We encourage awareness of environmental responsibilities and implement practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. Sustainability is often thought about in terms of environmental sustainability—reducing waste, minimising consumption and protecting and conserving wildlife and natural habitats.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource' support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

RELATED POLICIES

Physical Environment Educational Program Policy	Animal and Pet Policy
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PURPOSE

We aim to ensure the environment is safe, clean and sustainable. We believe in educating children about being environmentally responsible which is promoted through daily practices, resource and interactions.



Kinburra Preschool

Sustainable practice will be encouraged within the Service assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

Learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

Management will:

- Network with the local community and council to keep up to date with current practices and ideas for being environmentally responsible. This may include water tanks, grey water system, converting toilet cisterns to dual flush and converting water saving taps.
- Encourage educators, families and children to engage in innovative practices and appreciate the natural environment.
- Provide professional development opportunities for educators to learn about integrating environmentally sustainable education into all areas of their program.
- Kinburra is a member of NSW Early Childhood Environmental Education Network to liaise with other education and care services and keep up to date on practices and ideas for being environmentally responsible.
- Review policies and procedures within the Service to find more sustainable outcomes.
- Where possible electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs.



Kinburra Preschool

- Conduct a yearly environmentally responsible audit to ensure consistency and continuous improvement
- Source resources and materials from Reverse Garbage or second-hand stores to use within the Service.
- Collaborate with families and the community for involvement in potential quality practice for the Service. For example: [Take 3 for the Sea](#), [Food wise](#), [Planet Ark](#)
- Provide colour coded bins for Landfill only, Organic waste, Paper recycling, Mixed recyclables.
- Ensure sustainable practices are incorporated into the daily routine. These will include:

Sustainable Practice	Ideas
Recycling	<ul style="list-style-type: none"> - Recycling paper and rubbish (e.g. shredded paper to go to compost) - Provide bins and signage for waste and recycled materials - Using recycled water (e.g. for watering garden and water play)
Gardening	<ul style="list-style-type: none"> - Planting vegetables, herbs and fruits - Establishing a Worm Farm - Give food scraps to worms or compost - Educating children and have them participate in ‘garden to plate’ activities. Educating children about seed sprouting, weeding, vegetable gardens, cooking etc. - Collaborate with the local community
Energy Conservation	<ul style="list-style-type: none"> - Install LED lighting where possible - Turn off electrical outlets when not in use - Turn off lights and switches when not in use - Earth hour every afternoon
Water Conservation	<ul style="list-style-type: none"> - Using half flush on the toilet



Kinburra Preschool

	<ul style="list-style-type: none"> - Turning off the water when not in use - Rain water tank to collect rain water and use in the garden, for water/sand play
Natural Resources & Equipment	<ul style="list-style-type: none"> - Caring for pets - Reusing natural materials – trees, blocks, boxes etc - Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps - Educating children in how to care for pets - Plant ‘bird attracting’ plants - Create a lizard lounge - Collaborate with wildlife educators to assist in educating children
Communicate	<ul style="list-style-type: none"> - Document information for families and visitors outlining Kinburra’s sustainability journey - Provide families with hints and tips in newsletters about how they can become sustainable at home

Educators will:

- Incorporate recycling as part of everyday practice at Kinburra. Recycling containers will be provided throughout meal times and experiences.
- Role model environmentally responsible practices.
- Discuss environmentally responsible practices with the children and families & local community as part of the curriculum.
- Provide information to families on environmentally responsible practices that are implemented at the Service and encourage the application of these practices in the home environment.



Kinburra Preschool

- Share ideas between Educators, children and families about environmentally responsible ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations.
- Use a worm farm/composting bin/ to reduce food waste. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will provide visual guides and discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.
- Role model energy and water conservation. Practices of turning off lights every afternoon as part of Earth afternoon daily and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of ‘reduce, re-use and recycle’, which will become part of everyday practice for both children and Educators to build lifelong attitudes towards environmentally responsible practices.
- Use ‘green cleaning’ products to replace chemicals where possible.

Source

Australian Association for Environmental Education (AAEE): www.aeee.org.au

Department of Environment and Energy: www.environment.gov.au

Education and Care Services National Regulations. (2011).

Kearns, K. (2017). *The Business of Childcare* (4th Ed.).

NSW Early Childhood Environmental Education Network (ECEEN): www.eceen.org.au

Queensland Early Childhood Sustainability Network (QECSN): www.qecsn.org.au

Revised National Quality Standard. (2018).

Review



Kinburra Preschool

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	<ul style="list-style-type: none"> • Minor edits • Sources checked 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
February 2020	<ul style="list-style-type: none"> • Additional information added to points. • Small wording edits • Additional links added for information 		February 2021
February 2019	<ul style="list-style-type: none"> • Additional information added to points. • Points added • Sources checked for currency • Department names corrected in Sources (due to departmental name changes) • Sources/references corrected, updated, and alphabetised 		February 2020