

4.16 Sustainability Policy

Policy number: 4.16
Date last reviewed: July 2024
Reviewed by: Child Care Team

This policy relates to:	
National Quality Standards:	1.1.2, 3.2.3, 6.2.3, 7.1.1, 7.2.1.
Early Years Learning Framework-	
Principles:	Respect for diversity. Aboriginal and Torres Strait Islander perspectives. Sustainability. Critical reflection and ongoing professional learning.
Practices:	Play-based learning and intentionality. Learning environments. Cultural responsiveness.
Outcomes:	1.4, 2.1, 2.2, 2.4, 4.4, 5.1.
My Time Our Place:	1.4, 2.1, 2.2, 2.4, 4.4, 5.1.

Purpose

Beaucare is committed to environmental and economical sustainability. We believe that demonstrating and promoting environmentally responsible practices will leave a positive legacy for future generations. We promote this with educators, staff, parents, children and communities, respecting culture and country, customs, social and environmental values. At Beaucare, we recognise the importance of helping children recognise that they are part of an ecosystem and have a role to play in preserving and improving the environment.

Policy

Beaucare Child Care Service has a commitment to environmental sustainability and limiting the unnecessary use of natural resources. Our approach to sustainability is through:

- Governance that supports the development and implementation of sustainability policies, procedures and programs.
- Curriculum that is developed and delivered on the principles of environmental education for sustainability.
- Actively encouraging the use of recycled resources.
- Encouraging parent and community participation.

- Protecting flora and fauna through familiarisation and engagement.
- Including all peoples and perspectives.
- Avoiding, re-using, recycling and reprocessing.
- Considering aspects of environmental sustainability before making purchasing decisions.
- Consideration of broken toys and can they be reused, repurposed or fixed.

Some examples of sustainable practices promoted within Beaucare are:

- Reducing paper and printing resource usage by emailing statements to educators and parents instead of hard copies.
- Using recycled and donated materials for craft.
- Using environmentally friendly products.
- Sorting and recycling waste before disposal.
- Composting food scraps or using for pets.
- Conserving water through mulching gardens and use of water tanks.
- Caring for animals and learning about life cycles.
- Converting to energy saving lights and turning off lights when natural light is sufficient.
- Using iPad and other technology for visit sheets, forms, observations and learning stories to reduce paper and printing resources.

The service is encouraging the embedding of sustainable practices, environmentally and economically, into our service delivery and for the principles of sustainability to become a focus within our community. We support this by encouraging the development of a shared understanding and respect for the natural world, the relationships between people, animals, plants and the land with children and their families. Understanding of sustainability is encouraged by providing meaningful learning experiences between families, children and educators where their diverse knowledge and experiences are respected, and different family values and practices provide avenues for exploration, discussion and possible actions.

We believe that if children are to develop positive attitudes and values about the environment, they must be able to participate in learning experiences, contribute to discussions, share in a variety of ideas and participate in sustainable practices. Educators and coordinators foster children's capacity to value and respect the broader environment and become world-wise by:

- Encouraging children to sort recyclable and compostable materials, and to re-use where possible.
- Planned experiences that allow children to engage in sustainable practice. E.g. recycling bottles and donating the funds to local charities and community.
- Providing and sharing information about the environment and the impact of human activities (e.g. stories, songs, videos).
- Promoting water conservation through discussion, displayed materials, resources, role modelling and practice (e.g. turning off the tap, use of water tanks, recycling water on the garden).
- Taking part in days and events dedicated to promoting sustainability, protecting the environment, and explaining how children can make a difference. (e.g. Clean Up Australia day, National Tree Day).
- Encouraging children to care for and take pride in their environment, both natural and man-made. Embed social, economic and environmental sustainability in daily routines. E.g. inclusion, sharing of resources and reducing waste.
- Developing children's life skills such as growing and preparing food, waste reduction and recycling.
- Recognising that Aboriginal and Torres Strait Islander Peoples have looked after Country for the past 60,000 years. Children will learn about Aboriginal and Torres Strait Islander culture and sustainable practices.
- Become aware of the 7 Rs of sustainability: reduce, recycle, respect, repair, reflect and reuse as part of economic and environmentally sustainability.
- Educators provide many opportunities for children to learn about the environment through the routines and practices of their service. Engaging children in regular environmental education activities increases their awareness, understanding and future participation.

Associated Beaucare Policies and Documents

[Appendix A Legislation](#)

[Appendix D Privacy and Communication](#)

[Appendix F QIP and Compliance](#)

Relevant Legislation

National Law

National Regulations

National Quality Standard

Queensland Early Childhood Sustainability Network (QECSN)

qecsn@earlychildhood.org.au

Sustainability for Schools

http://www.sustainability.vic.gov.au/resources/documents/061124_awards_student_tips.pdf

Ollie's World

<http://www.olliesworld.com/>

Planet Ark

<http://planetark.org/>

<https://www.education.gov.au/child-care-provider-handbook-0>

Early Years Learning Framework