

## Environmental Sustainability Policy

<b>Related Policy/policies</b>	
<b>Regulation/s/ Standards</b>	National Quality Standard: Quality Area 3.2.3
<b>Related procedures</b>	
<b>References:</b>	Kinsella, R. (2007). <i>Greening services: Practical Sustainability</i> . Early Childhood Australia. Volume 14 (3)
<b>Date effective</b>	July 2019
<b>Date for review</b>	July 2021
<b>Purpose</b>	To guide Educators and Staff in effective sustainable practice and education, within individual services and the coordination unit.
<b>Responsibility</b>	Educators, Educator Assistants, Relief Care Educators and staff

### Key Information:

We aim to focus on environmental sustainability as a holistic approach in all aspects of the Armidale and District Family Day Care Service. We need to develop staff, educator, parent and child awareness of environmental sustainability so that they can think and act in ways that meet their immediate needs, without jeopardising future generations being able to meet *their* needs.

As educators of future environmental caretakers, it is our responsibility to instil ideals and knowledge relating to environmental sustainability in ways that will ensure our environment is valued now, and well into the future. Educators have a responsibility to make education for sustainability part of everyday practise using a holistic approach that integrates all aspects of sustainability into our service. *Children need to feel a part of the natural world for them to appreciate and take joy from it.*

### Procedure:

- Coordination unit is to develop an environmental sustainability management plan outlining goals, practises and outcomes. This is to be reviewed at staff meetings regularly. This plan is to be developed in consultation with families, children, staff and educators.
- Appliances are to be turned off when not in use.
- Lights are to be turned off when not in use.
- Computers are to be put into lower power state when not in use.

- When purchasing new appliances, consideration is given to energy rating, and where affordable, choose the appliance with the higher environmental performance.
- Heating is limited to necessary areas only and heaters are switched off when no longer necessary.
- Where possible correspondence is to be emailed to educators and families rather than copying onto paper.
- Notes and newsletters are to be photocopied double sided.
- Old documents are to be shredded and recycled or composted.
- Recycling bins are to be provided in offices.
- Cardboard boxes are to be squashed down and recycled, or reused where applicable.
- Recycling of garbage is to be sorted and placed into Council recycling bins
- Coordination unit is to liaise with Council to successfully implement environmental and recycling programs and inform educators of these programs.
- All efforts are made to conserve water.
- Conservation and recycling are to be incorporated into the program for the children.
- Recycled materials are used as part of dramatic play, exploration and for craft activities.
- Families are encouraged to provide environmentally sustainable lunchboxes i.e. limit convenience, pre-packaged foods and reusable containers are used.
- Natural play spaces are to be provided and experiences involving natural materials are part of the program.
- Children should be involved in all safe aspects of gardening and composting.
- There is to be a balance between indoor and outdoor experiences.
- Children need to be involved in daily sustainable routines such as watering the garden with the handwashing water.
- Sustainability should be included for discussion during routines e.g. “We’d better remember to turn the lights off before we go outside” or “That’s a paper bag, it can go in the recycling bin”.
- Resources and images that portray sustainable practices should be provided.
- Coordination unit and educators are to engage in mutual support in promoting environmental sustainability.