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Learning Guide

CHCECE025 Embed Sustainable Practices in Service Operations

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This unit learning guide relates to the following National Qualifications:

CHC50113 Diploma of Early Childhood Education and Care
CHC50213 Diploma of School Based Education and Care

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How To Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in a regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page, are icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
Learning Guide Icons

**Reading Time!**
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

**Recommended Videos**
When you see our video icon, you can watch great resources online. If the link does not work, as website links will change over time, we have provided the full name of the video and location so you can do a web or YouTube search.

**Reflection**
Our reflection icon gives you a chance to think about your own experiences or answer a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

**Helpful Websites**
When you see our computer icon, you will be asked to go to the specified link for additional information.

**Your Turn!**
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

**Check Your Ideas!**
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Tips For Successful Study!

1. Active Reading
   Don’t just read – you will fall asleep: it’s very relaxing, you know!
   a) Read the Learning Outcomes first
   b) Read “Welcome to the unit” second
   c) Read the assessment task.
   These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “here is the answer to question 4!” or “this is the type of Educator I want to be!”

2. Set yourself goals
   “Today by 11am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. Write down your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish the session on a positive.

3. Reward yourself
   Reward yourself for reaching a goal. This does not need to involve cake as we are trying to reward ourselves a lot! It could be a walk to the park, a break for a coffee, going shopping or just time off. Whatever says to you: “Well done! You have achieved”.

4. I’m not getting this!
   If you are not understanding something or finding something frustrating. Good! It means you are learning something! Sometimes your views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching in your knowledge and skills. It may even feel scary. It can sometimes feel easier to walk away; however this is only a temporary solution! It’s ok. Think back to a time when you didn’t know how to do something and then you achieved it i.e. riding a bike, driving a car etc. How great did you feel when you could do it? You can do this.

Here are some ideas to help:

- **Ease up on yourself.** It’s ok not to know everything - you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be building on your past skills but the information may be new to you.

- **Watch a video related to the topic** whilst having a cuppa - this can help your understanding. Relaxing helps you learn.

- **Leave that bit and move to another bit!** This is particularly important if stuck on a question. You can always come back to that one.

- **Sleep on it.** We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense.

- **Contact your trainer for help.** You are not alone and they are there to help.

5. I should be spending time with others
   If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.
Welcome To The Unit!

CHCECE025 Embed Sustainable Practices in Service Operations

During this Learning Guide, you will explore sustainability and the inclusion of sustainable practices in Early Childhood and School Age Care settings. You will learn how to:

- Undertake an analysis of the environmental sustainability of the workplace
- Identify and support the potential for workplace change to enhance environmental sustainability
- Support and promote children to develop respect for the natural environment
- Design, implement and review an educational program to enhance environmental sustainability in Early Childhood and School Age Care settings
- Use a variety of strategies to involve colleagues, children, families and the broader community to participate in and evaluate the daily operations of the service to enhance environmental sustainability.

For this unit you will need:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia
- The Educators Guide to the Early Years Learning Framework
- My Time Our Place: A Learning Framework for school age care in Australia
- The Educators guide to My Time Our Place
- National Quality Standards (NQS)
- The Education and Care services National Regulations (2011)
- The Code of Ethics
• **NQF Standards**
  - Quality Area 1 Educational program and practice
  - Quality Area 3 Physical Environment
  - Quality Area 5 Relationship with children
  - Quality Area 6 Collaborative Partnerships with Families

• **Education and Care Services National Regulations**
  - Part 4.1
  - Part 4.3
  - Part 4.5
  - Part 4.6
  - Part 4.7

• **Links to Frameworks**
  - Learning outcome 2: Children are connected with and contribute to their world
  - Learning Outcome 4: Children are confident and involved learners

• **Links to Policies**
  - Curriculum and educational programme
  - Interactions with children
  - Intentional teaching
  - Sustainability
  - Recycling
  - Purchasing and Procurement policy
  - Social justice

• **UN Rights of the Child**
  - Article 31
    - Children have the right to relax, play and to join in a wide range of leisure activities
  - Article 28
    - Children have the right to an education.
Learning Outcomes

On completion of this unit you will be able to do the following:

1. Develop a sustainability management plan
   1.1 Identify aspects of sustainability in the service
   1.2 Consider areas of potential change in all aspects of the service’s delivery and
       environments
   1.3 Ensure that nature, waste, energy and toxins have been considered
   1.4 Identify areas where change can be instigated to enhance environmental
       sustainability and increase children’s connection with nature, in consultation with
       children
   1.5 Develop strategies to address these areas of change in consultation with children
   1.6 Implement strategies and evaluate outcomes

2. Support children to develop an understanding and respect for the natural environment
   2.1 Provide children with a wide range of natural and recycled materials in their
       indoor and outdoor environments
   2.2 Create opportunities to discuss with children the natural environment and the
       interdependence between people, plants, animals and the land
   2.3 Role-model respect, care and appreciation for the natural and constructed
       environments
   2.4 Share information and provide children with access to resources about the
       environment and the impact of human activities on environments
   2.5 Create spaces that promote the development of life skills, such as growing and
       preparing food, waste reduction and recycling
   2.6 Encourage children to exchange thoughts and ideas about sustainable practice
       through intentional teaching, learning experiences and projects
   2.7 Explore ethical dilemmas of waste disposal for sustainability with all stakeholders

3. Support others in implementing sustainable practice
   3.1 Encourage children to participate in sustainable practice discussions and learning
       experiences
   3.2 Engage with adults and children to encourage their participation in the service’s
       sustainable practices

4. Embed sustainability into service policies and procedures
   4.1 Review the service philosophy, policies and procedures in relation to sustainable
       practice
   4.2 Identify areas of potential change in the service philosophy, policies and
       procedures
   4.3 Discuss with stakeholders any identified areas of potential change
   4.4 Finalise changes after agreement with appropriate stakeholders
Chapter 1

What is Sustainability?

There is no simple definition of ‘sustainability’. It can be an idea, a property of living systems, a manufacturing method or a way of life. In fact, there may be as many definitions of sustainability as there are people trying to define it.

However, most definitions include the concepts of:

- Living within the limits of what the environment can provide
- Understanding the many interconnections between the economy, society and the environment

Sustainability includes actions to:

- Reduce the use of physical resources including water and energy
- Encourage recycling
- Increase the use of renewable resources
- Encourage the redesign of production processes and products to eliminate the production of toxic materials
- Protect and restore natural habitats and environments valued for their biodiversity or beauty

Why Is Sustainability Important?

There has never been a more important time to act for the conservation and sustainability of the planet and for the survival and protection of precious species and ecosystems. Our children have a right to a sustainable future. They will be the
policymakers and leaders of the future, so what we teach them now about the environment will directly influence the long-term health of the planet.

Sustainability is not simply about worm farms, recycling paper and turning taps off. It’s about our interdependence on each other, our planet, our relationships and our future.
As Early Childhood Educators, we have a role to play in ensuring children experience connections with the natural environment in meaningful ways. Ways that will support their understanding of connectedness both with and in the natural environment and ultimately promote action for sustainability. Connectedness to not simply the natural environment but with education, acknowledging the complexities of social, environmental and economic systems and their implications for sustaining life.

Adopting a holistic approach to sustainability offers an environment for children to develop working theories for making sense of the natural, social, physical and material worlds; offering a range of experiences and opportunities for learning about the world from different perspectives. Structured early childhood environments promote children to develop:

- An understanding of nature and properties of a range of substances
- Working theories about planet Earth and beyond
- A knowledge of features of the land which are of local significance e.g. local water ways and landscapes
- Theories about social relationships and social concepts
- A relationship with the local environment and knowledge of their place within the environment
- Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between the land, people, animals and plants
- Explore relationships with other living and non-living things and observe, notice and respond to change
- Develop an awareness of the impact of human activity on environments and the interdependence of living things
- Working theories about the living world and how to care for it

“One of the most significant responsibilities early childhood professionals have is to support children to retain the sense of awe and wonder that they are born with, to add to that a desire to nurture and protect what is beautiful, and to encourage them to appreciate that there are many possibilities for honouring life and the wonders that the world holds.”

Anne Stonehouse (2006) p72-73
Chapter 2

Embed Sustainability Into Service Policies and Procedures

The Steps to Developing A Plan

Review the service philosophy, policies and procedures in relation to sustainable practice.

Please read about the Code of Ethics for Early Childhood professionals. This will give you information about what your responsibilities are to children, families, colleagues and yourself as an educator.


An Early Childhood or School Age Care setting with a commitment to sustainable practices begins with a philosophy which:
- Respects diversity
- Respects the right of others
- Recognises and provides support to all children and families
- Values partnership and collaboration with families and community
- Values ongoing learning and reflection by Educators
- Promotes the interdependence between ourselves, living and non-living aspects of our planet as a valuable context to embed sustainable practices
- Values the development of cultural competence
- Believes in the principle of high expectations and equity for all children and families
- Promotes partnerships to secure respectful relationships
- Provides sustainable learning environments which assists children to reach learning outcomes and beyond
- Educators which implement intentional teaching strategies to support each child’s learning
- Provides support for transitioning to other environments catering for belonging, being and becoming.

**Identify areas of potential change in the service philosophy, policies and procedures.**

**Goal Setting**

Setting goals is a positive way to stay on track when making changes in the service such as developing a philosophy, policies and procedures. It is best practice to engage in regular and meaningful consultation and discussion with the team to ensure that all stakeholders are involved in the process and included in decision making and implementing any changes or modifications.
Support Others in Implementing Sustainable Practices

Encourage Children To Participate In Sustainable Practice Discussions And Learning Experiences

Any future changes in our society in sustaining our planet will need to start with behavioural change. This includes, as a society, understanding the need for change and committing to making long term changes to our way of living.

Contemporary, critical and post structuralist theories have changed the way we collaborate with children. Children are now not only recognised as valuable citizens in our community, but agents of change. Children are in a powerful position to not only develop sustainable practices, but to encourage discussion and influence their own families about sustainable practices.

Reflection

Think about sustainable practices currently undertaken in your centre.

Using Hart’s Ladder of Young People’s Participation below, identify children’s current involvement. Are they involved in shared decision making or are sustainable practices implemented through adult direction?
The Early Years Learning Framework and My Time Our Place includes Learning Outcome 2 which emphasises the importance of children connecting with and contributing to their world. Providing children with meaningful opportunities to collaborate provides opportunity for children to develop this outcome whilst extending Outcome 4 which is that children are confident learners, and are developing dispositions for learning and research skills needed for the future.

**Reading**

The Early Years Learning Framework and My Time Our Place Outcome 4: Children are confident learners

As you read the outcomes, consider how children could develop these outcomes whilst solving real life issues.
As Educators, if we truly believe in the principle of having high expectation and equity for young children, then we need to provide opportunity to involve children in collaborative partnerships and shared decision making. It includes giving children the opportunity to solve real community problems.

As Educators we can provide opportunity for children to utilise their creativity and critical thinking to solve real problems, a vital skill for now and the future. Critical reflection involves closely examining all aspects of an event, problem or experience from different perspectives with the aim of gaining a greater understanding and possibly changing a circumstance or situation. Not only does this raise children’s cultural competence, (understanding of others’ viewpoints) it develops, within them, a strong sense of agency. Children feel powerful as an agent for change.

Involving children in critical reflections:

- Develops valuable skills for the future (Becoming)
- Develops cultural competence
- Supports all learning outcomes
- Assists children to develop empathy for others and understand the rights of others
- Develops a sense of belonging to groups and communities (Belonging)
- Increases social responsibility
- Use information and communication technologies to access information, investigate ideas and represent their thinking
- Shows your commitment to the principle of ‘high expectation and equity for children’

Here are some ideas to encourage critical reflection:

- Role model critical reflection
- Ask children open ended questions which encourage them to see different perspectives
- Sit in a circle to promote equality and allow children to see each other

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We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want To Know More?
Please see our recommended reading list for additional readings on this topic.

Happy Learning!
Resources Guide

Resources related to the topic:

**Early Childhood Australia E Videos:**
- Talking about practice
  - Environments for learning
- Connecting with practice
  - Respecting and responding to children
  - Discovering- Making Music
  - Finger painting

**What do you think?**
- Responding to children’s creations

**Online Reading Resources:**

- [ACECQA Guide to NQF online](http://www.acecqa.gov.au)
  - Reflect respect and relate
  - Early Years Government South Australian


  Thinking about practice using the Early Years Learning Framework [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

**Websites:**

- [ACECQA Australian Children’s Education and Care Quality Authority](http://www.acecqa.gov.au)
- [Children’s Services Central](http://www.cscentral.org.au)
- [Early Childhood Australia Association](http://www.earlychildhoodaustralia.org.au)


  Art pictures [www.art.com](http://www.art.com)

Recommended Reading and Resources

Stories, picture books and poems to share with children:
‘One Love’ Cedella Marley
‘What does it mean to be green?’ Rana Di Orio
‘Growing up Green’ Jeanne Sturm
‘Clean and green energy’ Colleen Hord
‘Miss Rumphius’ Barbara Cooney
‘A Forest’ Marc Martine
‘Window’ Jeannie Baker
‘Where the Forest meets the Sea’ Jeannie Baker
‘Through the year’ Jane Goodwin and Anna Walker
‘Blueback’ Tim Winton
‘Charlie and Lola look after our planet’ Lauren Child
‘Earth Matters: An encyclopedia of ecology’ Dorling Kindersley
‘The boy who grew into a tree’ Trevor Pye and Leonie Agnew
‘Things a map won’t show you’ Susan La Marca and Pam MacIntyre
‘We are the weather makers’ Tim Flannery
‘Trees: Earth’s Lungs’ Barbara L Webb
‘Eco babies wear green’ Michelle Sinclair Coleman
‘My Country’ Dorothea Mackellar
‘Joy’ Joyce Carol Thomas
‘Mr Goethe’s Garden’ Diana Cook
‘My home Broome’ Tamzyne Richardson and Bronwyn Houston
‘Dingo’s Tree’ Gladys Milroy and Jill Milroy Magabala
‘Your planet needs you! A kids’ Guide to going green’ Dave Bray
‘Worms eat my garbage’ Mary Appelhof
‘The adventures of a plastic bottle’ Alison Inches
‘Be an eco hero at home’ Sue Barraclough
‘Compost Stew’ Mary McKenna Siddals
‘Ethanol and other fuels’ Benduhn

Teachers Resources
‘Found: the art of recycling’ Lisa Holzl
‘Found and made: the art of upcycling’ Lisa Holzl
‘Just discover: Nature!’ Tracy Young
‘A collaboration with nature’ Andy Goldsworthy
‘Cultivating outdoor classrooms’ Eric Nelson
‘Discovering nature with young children’ Ingrid Chalufour
‘Sustainability and the EYLF’ Sue Elliott
‘Young Investigators: the project approach in the early years’ Judy Harris- Helm and Lillian Katz
‘The goodness of rain: developing an ecological identity in young children’ Ann Pelo
‘Nature kindergartens and forest schools’ Claire Warden
‘Snails live in houses too’ Claire Warden
‘Designs for living and learning: Transforming early childhood environments’ Deb Curtis and Margie Carter
‘Rubbish and recycling: step by step’ Gerard Bertolini
References


Elliott, S. and Emmett, S. 1997, Snails live in houses too: environmental education for the early years (2nd ed), RMIT Publishing Melbourne


Gosford City and Wyong Shire Councils Little Green Steps Waste management kit.


Mason-White, H. (2012), Learning from Good Practice: Implementing the Early Years Learning Framework for Aboriginal and Torres Strait Islander Children. SNAICC Secretariat of National Aboriginal and Islander Child Care (2012).