



Weekly Goals

	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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Element

**3.2.3** Environmentally responsible. The service cares for the environment and supports children to become environmentally responsible.



Your NQS practice now?

**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 3.2.3 and why you do this?** This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of 3.2.3.

**Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible**



### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 3.2.3. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

#### The checklist keys to use.

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

Teaching Practices	ED1	ED2	ED3	ED4	ED5
Do you implement activities which help children appreciate, care for and increase their understanding of natural and man-made environments?					
Do you implement a variety of activities to help children learn more about plants and animals, and their habitats?					
Do you help children increase their understanding of how living things depend on each other and their environment?					
Do you help children increase their understanding of the way people impact and use the natural environment eg plastics in the environment, water conservation, renewable resources (wind, solar, hydro), deforestation, erosion, landfill, endangered animals/plants?					
Do you involve children in meaningful activities that increase their understanding of environmental issues, particularly those that may affect your local community?					
Do you involve children in meaningful activities that connect service operations with learning about environmental responsibility eg monitoring electricity, gas, water usage and amount of rubbish going to landfill?					
Do you use available spaces for activities that promote life skills like growing food and recycling?					
Do you ensure indoor and outdoor learning environments include lots of diverse natural materials?					

#### Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
eg Do you implement a variety of activities to help children learn more about plants and animals, and their habitats?	I’m helping the children build an ‘insect hotel.’ We’re starting to collect things like twigs, wood chips, leaves, bamboo and cardboard tubes, and we’re going to use our woodwork tools to drill holes in some pieces of wood. We’re learning that different insects like to live in different types of environments, so we’re going to create various ‘rooms’ in our hotel for the insects to pick from!
1. Do you implement a variety of activities to help children learn more about plants and animals, and their habitats?	
2. Do you help children increase their understanding of the way people impact and use the natural environment eg plastics in the environment, water conservation, renewable resources (wind, solar, hydro), deforestation, erosion, landfill, endangered animals/plants?	
3. Do you involve children in meaningful activities that connect service operations with learning about environmental responsibility eg monitoring electricity, gas, water usage and amount of rubbish going to landfill?	
4.	
5.	
6.	

**Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible**



Regs!  
Do you  
do this?

### **What Regulation goes with this NQS Element?**

There are no specific Regulations related to Element 3.2.3 Environmental Sustainability. However, the Regulations below relate to interacting with and caring for the environment.

**Regulation 110 Ventilation and natural light**

**Regulation 113 Outdoor space – natural environment**

**Regulation 114 Outdoor space - shade**

### **Who has to do what?**

Educators must:

- ensure indoor spaces are well ventilated, have adequate natural light and are kept at temperatures that are comfortable and safe. They should use natural light and ventilation whenever possible, and set temperature of air conditioner at a reasonable level ie not too high/low
- implement activities that encourage children to explore outdoor areas, and increase their understanding of the natural environment
- ensure children play in shaded areas when UV levels are 3 or above.

Explain how you and other educators meet this part of the law:

### **Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible**

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As a team now reflect critically on a situation in your room that comes under Element 3.2.3 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 17 June 2020

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives."

There is no checklist for critical reflection.

Please watch the video for more information



Video Training  
Click Here

### Example Situation

Is the amount of water, gas, electricity etc we use at the service relevant for element 3.2.3?



**Child/ren**  
*Here I'm allowed to play with lots of water and keep the light on as long as I like. At home Mum's always saying things like "turn the light off" or "the bath is deep enough."*

**Educators and Nominated Supervisor**  
*What possible relevance could the service energy and water bills have for children? They won't understand what the bills mean. Even I find them hard to understand sometimes!*

**Families and community**  
*We implement all these measures at home to reduce our energy and water use. It'd be nice if somehow educators could teach children why this is important so it's not just us apparently making life difficult for our children.*

**Theorist and current research**  
*Jerome Bruner (constructivist theory) believed educators must translate information to be learned into a format appropriate to the learner's current state of understanding so they can easily learn and are happy to do so. Educators must then structure learning in a way it can gradually be extended.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*At a room/group meeting the Educational Leader suggested educators use the service utilities bills to help children monitor how much electricity, gas, water the service uses. She indicated she'd seen this work well at another service. To start with educators would need to establish 'baseline' measures of how much electricity, gas and water the service uses, and then compare future usage with this. She suggested presenting the information visually so children could easily see the levels fluctuate. "What about graphing the data?" asked Miss Annelise. "This will help build children's maths skills too."*

*This idea worked so well educators shared the idea with other rooms/groups and now children across the service are involved. We've seen a corresponding increase in children focusing on turning off unnecessary lights etc.*

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As a team now reflect critically on a situation in your room that comes under Element 3.2.3 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice **Wednesday 17 June 2020**

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP says  
 "Critical reflection involves closely examining all aspects of events and experiences from different perspectives".  
 Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Would families/children agree indoor and outdoor learning environments include lots of diverse natural materials?
- Would families/children agree you involve children in meaningful activities that increase their understanding of environmental issues, particularly those that may affect your local community?
- Would families/children agree you use available spaces for activities that promote life skills like growing food and recycling?



#### Child/ren

#### Educators and Nominated Supervisor

#### Families and community

#### Theorist and current research

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

#### Evaluate the change in practice due to your reflection

#### Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible



**Write your QIP using what you've completed over the week. Why are you doing this?**

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

*Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.*

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you're exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you're exceeding.		

**Week 19, 15 to 19 June 2020– 3.2.3 Environmentally Responsible**



Working Towards

We have a veggie garden that's getting attacked by pests. We weren't sure how to deal with this because we can't use any harmful chemicals. We tried to talk to the children about the pests but they really weren't interested. Some were scared about getting bitten or stung.



Meeting

The green text is directly related to the meeting indicators for Element 3.2.3 on pages 198-199 of the NQS Guide  
 We have a veggie garden that's getting attacked by pests. We weren't sure how to deal with this because we can't use any harmful chemicals, so educators in our **tiger group** decided to research natural ways to eliminate some of the pests with the children. For example, we discovered that Neem oil, which is made from the seeds of Indian neem trees, is a natural insecticide and repels pests like aphids, mites and scale. While doing this children learnt about why natural pest management alternatives are better for the environment, and how our actions can affect the environment in positive and negative ways (see learning story and photos 16\_6\_20).



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 3.2

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 200-201.

We have a veggie garden that's getting attacked by pests. We weren't sure how to deal with this because we can't use any harmful chemicals, so educators in our **tiger group** decided to research natural ways to eliminate some of the pests with the children. For example, we discovered that Neem oil, which is made from the seeds of Indian neem trees, is a natural insecticide and repels pests like aphids, mites and scale that are affecting us. While doing this children learnt about why natural pest management alternatives are better for the environment, and how our actions can affect the environment in positive and negative ways (see learning story and photos 16\_6\_20). Asha explained how there are lots of locusts eating all the crops where he comes from in Africa and how this is leaving a lot of people without enough food. Other children including Zane, Tara, Lyall and Freya wanted to learn more about locusts and over the next couple of days we explored their life cycle, habitat and the differences between locusts and grasshoppers! (see learning story 19\_6\_20)

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

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## Environmental Sustainability Policy

Educators will involve children in activities which help them appreciate, care for and increase their understanding of sustainability and natural and man-made environments. Some of the ways they may do this include:

- involving children in environmental activities like gardening, nature walks, composting, caring for worm farms
- providing natural materials like wood, stone, sand, plants and recycled materials
- monitoring usage of electricity, gas, water and water and amount of rubbish going to landfill
- promoting life skills like growing, harvesting, and cooking food
- using environmentally targeted resource kits and information to tailor relevant activities
- collaborating with families and community groups with expertise in environmental issues eg bush care groups
- acknowledging and celebrating environmental awareness events like Clean Up Australia Day.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

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