**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 22, 24 to 28 July 2023 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 3.2.3** | **Environmentally Responsible** The service cares for the environment and supports children to become environmentally responsible. |
| **Strengths** | **MEETING Children learn about the impact of human activity on the environment:** "During a nature walk, we observed litter and plastic pollution in a nearby park. We discussed how human activities like littering can harm the environment and impact the well-being of animals and plants. To raise awareness, we organised a cleanup activity where children actively participated in collecting litter and discussed the importance of keeping our environment clean."  **Using spaces to promote life skills:** "We have a designated garden area where children actively participate in growing their own vegetables. They learn about the importance of sustainable food production, composting, and reducing food waste. Through hands-on experiences, they learn to plant seeds, nurture the plants, and eventually harvest the vegetables. This activity promotes life skills such as gardening, understanding the food cycle, and developing a sense of responsibility towards the environment."  **Children learn about interdependence between living things and the environment:** "As part of our science lesson, we created a mini-ecosystem in a terrarium. Children carefully selected different plants and added small animals like snails or insects to observe their interactions. Through this experience, they learned about the interdependence between plants, animals, and their environment. They discovered how plants provide oxygen, animals help with pollination, and how the environment provides food and shelter for living things. This activity fostered their understanding of the delicate balance and importance of each element in an ecosystem."  **EXCEEDING**  **Embedded practice -** Our practices relating to sustainability and environmental responsibility reflect the service’s Philosophy. This includes high-quality learning outcomes that meet community needs and the children’s interests. Our excursions to local businesses often highlight community environmental issues. We base activities on children’s ideas about drains, ducks, ponds, water quality, and energy production.  **Critical Reflection -**Current recognised guidance on environmental sustainability and caring for the environment informs our practice. We use the 2020 book Researching Early Childhood Education For Sustainability – Challenging Assumptions and Orthodoxies, along with ACECQA’s NQS Professional Learning Program. Our Ed Leader is a member of The Transnational Dialogues: Research in Early Childhood Education for Sustainability, an international sustainability research team.  **Families and community -**We support families to understand and engage in environmentally responsible and sustainable practices. We have implemented the swap-and-go clothing system to introduce them to the concept of the circular economy. This model of manufacturing and consumption involves recycling, refurbishing, repairing, sharing, reusing and leasing existing products for as long as possible. Outgrown children’s clothing is placed on a rack and parents can swap for larger items.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 3.2.3  Week 22  Date: 24/7/23 | Limited integration of environmental sustainability practices and support for children's environmental responsibility. | To enhance the service's commitment to the environment and promote children's understanding and engagement in environmentally responsible practices. |  | Review practices: Evaluate current practices on sustainability and children's engagement. Identify areas for improvement and integration into routines and curriculum.  Professional development: Provide ongoing training for educators on environmental sustainability.  Curriculum integration: Incorporate sustainability concepts into learning areas with age-appropriate activities.  Enhance learning environment: Create a nature-rich environment, promote recycling, and connect with local nature spaces. | *Educators regularly implement activities that teach children to be responsible for and care for the natural environment. Activities include:*   * active recycling/waste reduction * tending native/veggie gardens and gardening activities * caring for centre pets/animals * noting responsible water usage * look at interactions between people and other living things, and human impact on the environment * appointing utility monitors (turn off taps and lights) * discussing use of the air-conditioner and open windows. |  |  |
| 3.2.3  Week 22  Date: 24/7/23 **Exceeding  Embedded** | Inconsistency in educators' practice aligning with the service's philosophy on sustainability and environmental responsibility. | To ensure that educators' practice consistently reflects the service's philosophy on sustainability and environmental responsibility. |  | Promote professional development: Provide educators with workshops, training, and online resources to deepen their understanding of sustainability and environmental responsibility.  Encourage collaborative planning: Foster discussions among educators to align practices with sustainability principles, incorporating them into regular team meetings and daily routines.  Conduct environmental audits: Regularly assess the service's practices and environment for sustainability alignment, creating action plans to address any gaps or inconsistencies.  Lead by example: Educators should model sustainable behaviours, such as conserving energy, minimising waste, and respecting the natural environment. | *Educators’ practice relating to sustainability and environmental responsibility reflects the service’s philosophy in the following ways.*   * Ensuring high-quality learning outcomes around sustainability and environmental responsibility. * Meeting community needs, for example, community environmental issues.   Meeting children’s interests, for example, including issues/activities based on children’s ideas and interests. |  |  |
| 3.2.3  Week 22  Date: 24/7/23 **Exceeding  Critical reflection** | Limited incorporation of current recognised guidance on environmental sustainability into practice. | To ensure that our practice aligns with current recognised guidance on environmental sustainability and caring for the environment. |  | Research and review: Stay updated on current guidance and best practices for environmental sustainability.  Professional development: Provide ongoing training for educators to enhance their understanding of environmental sustainability.  Curriculum alignment: Ensure our curriculum reflects current guidance on environmental sustainability.  Environmental audits: Regularly assess our implementation of environmental sustainability practices.  Collaboration and partnerships: Collaborate with experts and local initiatives to improve our understanding and practices. | *Current recognised guidance on environmental sustainability and caring for the environment informs our practice. We refer to:*   * Climbing the Little Green Steps * ACECQA’s former NQS Professional Learning Program   + [Embedding Sustainable Practices video – part 1 of 3](http://www.youtube.com/watch?v=aVBdmWI7YEk)   + [Embedding Sustainable Practices video – part 2 of 3](http://www.youtube.com/watch?v=xqG6upOU8xg)   + [Embedding Sustainable Practices video – part 3 of 3](http://www.youtube.com/watch?v=S6BSRc_F4xk) * Cool Australia * The Edible Schoolyard Project * Planet Ark * Getting Started with Sustainability in Schools * Early Childhood Environmental Education Network. |  |  |
| 3.2.3  Week 22  Date: 24/7/23 **Exceeding  Families and community** | Limited support for families in understanding and engaging in environmentally responsible and sustainable practices. | To effectively support families in understanding and engaging in environmentally responsible and sustainable practices. |  | Parent education: Conduct regular sessions to educate parents on environmental responsibility and sustainability.  Communication: Regularly share information and resources with families through newsletters, emails, or social media.  Collaborative projects: Involve families in community initiatives promoting environmental sustainability.  Home-based activities: Provide families with ideas for eco-friendly activities they can do at home.  Community partnerships: Collaborate with local environmental organisations to organise workshops and events for families. | *Educators support families to understand and engage in environmentally responsible and sustainable practices. For example, our educators:*   * provide community information about recycling/waste reduction, charities that accept donations of clothes/food, charities that provide quality second-hand goods, composting facilities, collection days for old paints/chemicals/electronic goods * provide information about energy-efficient appliances (that the service has bought) * provide information about veggie gardens, harvesting and cooking self-grown food from an environmental perspective (reduced packaging and food waste) * provide information about non-toxic/green cleaning products * engage in discussions with families about water-wise practices, savings in electricity costs from environmental practices (turning lights off, adjusting A/C temperature) * engage in discussions with families about local environmental issues. |  |  |

**Summary of Exceeding Themes Standard 3.2 Use**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Educators’ practice relating to sustainability and environmental responsibility reflects the service’s philosophy.* |
| 2. Practice is informed by critical reflection | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Current recognised guidance on environmental sustainability and caring for the environment informs our practice.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.2.3 we have identified the following exceeding theme indicators:   * *Educators support families to understand and engage in environmentally responsible and sustainable practices.* |