

# 3.2.3

## Environmentally Responsible

Week 22 – 24.7.23  
Monday to Friday



Checklist

### 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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### 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	

	ED1	ED2	ED3	ED4	ED5
Do you implement activities and experiences which:					
• help children learn how living things depend on each other and their environment to survive and thrive?					
• help children appreciate, care for and learn more about natural and built environments?					
• help children learn more about plants, animals, insects and their habitats, including those native to Australia?					
• include First Nations' views and practices about caring for the environment?					
• help children learn more about the way people use and impact the natural environment eg microplastics, water conservation, dust storms, renewable energy (wind, solar, hydro), deforestation, erosion, farming, endangered animals/plants?					
• increase children's understanding of environmental issues, particularly those affecting your local community?					
• connect service operations with environmental responsibility eg monitoring electricity, gas, water usage, amount of rubbish going to landfill?					
• use spaces for activities that promote life skills like growing food and recycling?					
• include lots of diverse natural materials?					
• encourage families to participate in sustainable practices and caring for the environment eg energy efficient home appliances?					
Do you always model environmentally sustainable practices consistent with the activities and experiences in the program eg heating/cooling temperatures not set too high or low, recycling food/drink containers?					

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The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Have children been really engaged in an activity related to caring for the environment? If yes, what made it so engaging? If no, what could you do to really engage their interest
- First Nations people have successfully cared for the environment for thousands of years. How could you help children learn more about the cultural practices they implement to care for and respect the environment?
- Do you make the most of local geographical features to help children learn more about caring for the environment eg rivers, dams, bush reserves, bogs? How could you better use local resources to teach children more?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>Children can develop a stronger connection with the environment by learning about First Nations' cultural practices. By incorporating stories, songs, and art from Indigenous cultures, children can gain insight into the deep relationship between First Nations people and the environment. They can explore traditional practices such as bush tucker, hunting, fishing, and land management.</p>	<p><b>Curriculum Integration:</b> Integrate First Nations' cultural practices and environmental care into the curriculum across various learning areas, providing meaningful and authentic experiences for children.</p> <p><b>Professional Development:</b> Engage in ongoing professional development to deepen understanding of Indigenous perspectives, histories, and sustainable practices. This includes collaborating with local Indigenous communities and Elders.</p>
<p><b>an educator</b></p>	<p>We need to try and seek guidance from local Elders and Indigenous community members to develop respectful and authentic learning experiences. Then we can integrate Indigenous perspectives, knowledge, and sustainability practices into various learning areas, including science, art, and storytelling.</p>	<p><b>Collaboration with Families:</b> Create partnerships with families, inviting them to share their cultural practices and knowledge, and involving them in curriculum planning and implementation.</p>
<p><b>your families</b></p>	<p>By engaging families in discussions, educators can encourage them to share their own cultural practices related to environmental stewardship. This collaborative approach strengthens the connection between home and early learning settings, creating a supportive and inclusive environment for children to learn about cultural sustainability practices.</p>	<p><b>Resource Evaluation:</b> Regularly review and select resources that authentically represent Indigenous cultures and perspectives, ensuring cultural accuracy, respect, and avoiding stereotypes.</p>
<p><b>theorist and current research</b></p>	<p>Theorists, such as Paulo Freire and John Dewey, emphasise the importance of incorporating diverse perspectives and cultural contexts into education. They argue that learning should be connected to real-life experiences and meaningful to children's lives. In the context of First Nations' cultural practices, incorporating these perspectives aligns with the principles of social justice, equity, and culturally responsive pedagogy. It enriches the curriculum, promoting holistic development and children's sense of respect for the environment.</p>	<p><b>Reflective Practice:</b> Continually engage in critical reflection to evaluate the effectiveness of incorporating First Nations' cultural practices, making adjustments as needed to better support children's learning and cultural understanding.</p>

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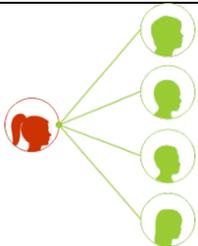
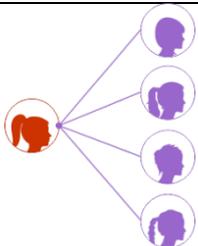
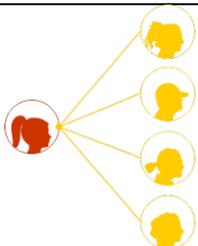
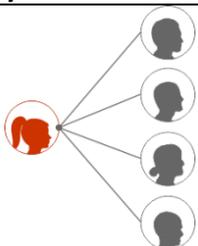
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The service cares for the environment and supports children to become environmentally responsible.



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- Have children been really engaged in an activity related to caring for the environment? If yes, what made it so engaging? If no, what could you do to really engage their interest (eg see QIP/SAT improvement example)?
- First Nations people have successfully cared for the environment for thousands of years. How could you help children learn more about the cultural practices they implement to care for and respect the environment?
- Do you make the most of local geographical features to help children learn more about caring for the environment eg rivers, dams, bush reserves, bogs? How could you better use local resources to teach children more?

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