



# NARNIA EARLY LEARNING

ACN 002 919 584

(Administered by St. Philip's Christian Education Foundation Ltd.)

## Environmental Sustainability Policy

Narnia Early Learning is committed to providing its children and their families with a learning environment which fosters an appreciation of sustainable use of resources and the delicate balance between people and nature.

At Narnia we believe that learning by doing and leading by example are key to achieving environmentally responsible behaviour in individuals and in wider society. We will strive to make environmentally sound decisions with regard to our everyday operations as a Centre and through our learning program.

Our Services play a role in helping children develop an understanding and respect for the natural environment and the interdependence between people, plants, animals and the land

(Early Years Learning Framework, p. 13; Framework for School Age Care, p. 15).

We want our children to develop positive attitudes and values by engaging in sustainable practices, watching adults around them model sustainable practices, and working together with educators to show care and appreciation for the natural environment (Hughes, 2007).

Environments and resources can emphasise accountability and advocacy for a sustainable future and promote children's understanding about their responsibility to care for the environment on a day to day and long-term basis (Framework for School Age Care, p. 15).

### Strategies:

Narnia will continue to lessen the environmental footprint associated with its day to day operations and, through delivery of the teaching program, encourage children to recognise ways in which they can also lessen their environmental footprint in their daily lives. Narnia will achieve these environmentally sustainable actions in the following ways:

- **Education**

Information about waste and its effect on our environment locally and globally will be embedded in our daily practice in the form of carefully selected resources and taught explicitly through discussion, language used by staff and resource kits.

The educational program fosters wonder and knowledge about the natural world

- many ways are used to support every child to engage in quality experiences in the natural environment.
- environments documentation of children's learning about environmental and sustainability issues are records through photographs and displays highlighting children's understanding and learning of the natural environment, including their contributions.

- policies that promote children’s understanding about their responsibility to care for the environment and the development of life skills (such as growing and preparing food, waste reduction and recycling)
  - planning documents that support children’s learning through investigation and exploration of the natural environment
- **Minimising resource consumption**
    - Food – encouraging children to eat fresh and to reduce packaging. Food scraps will be added to worm farms, compost bins or chickens to recycle food scraps. (Each Service has a different process)
    - Water – push taps, water bottles, and inclusion of environmental measures for new buildings as directed by council. Water from water tanks, the water play trough and rainfall will be used where possible for the gardens.
    - Energy – in all new buildings ensure energy passive design including and not limited to-
      - Water efficient taps
      - Rainwater harvesting for toilets
      - Energy efficient lights
      - Sensor controls to lights
      - Fully insulated roof & ceilings
      - Natural ventilation to reduce reliance on air conditioning
      - Maximise north facing glazing where possible
      - Consideration of energy efficiency in procurement/replacement of technologies such as computers.
- **Minimising waste generation**  
Recycling of paper, re-use of useful materials such as cloth scraps, wrapping paper, old cards etc for craft and art activities. Encouraging lunchboxes to be package free. Use of email/Storypark as primary communication medium to families.
- **Increasing awareness of sustainable food production** – Where possible a vegie patch and/or Bush Tucker Garden, special guests to talk about how food is grown in subsistence cultures or carbon footprint, ethical food practices, organics etc are included in the program.
- **Increasing awareness of the natural world** – Where possible incorporate visits and talks from relevant people - chickens, reptile man, Blackbutt, natural museum etc. Exploring insects and animals in their habitats to develop their understanding of biodiversity participating in environmentally sustainable practices - learning elements: water cycle, plant growth, soil, insects etc  
Fostering children’s capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land connects them to the natural world.
- **Increasing awareness of the role of technology in achieving environmental sustainability** – understanding how things work – wind power, tidal power, hydro-power, etc, small scale science experiments which help children to understand how the natural and ‘engineered’ world works

### Increased Awareness of the Geographical, Cultural and Community context of the service

The service's approach to environmentally sustainable practice and support of environmental responsibility: reflects the unique geographical, cultural and community context of the service

- Port Stephens – located in a coastal marine community
- Waratah – inter-city location
- Waratah YP- inter-city location
- Gosford – bushland location
- Cessnock – rural /agricultural region
- Wyong YP- inter-city location

Each service welcomes, respects and draws on the voices, priorities and strengths of the children and families at our service. We welcome sustainable practices within the service and support environmental awareness and responsibility across the service community.

Our services aim to plan, develop and engaged in excursions that utilise community environments and support child-directed exploration and discovery that reflect the diverse cultures of the broader community.

For example: engaging with the *local Aboriginal* and Torres Strait Islander community by making connections with our local Aboriginal Communities:

- *Port Stephens – Worimi people*
- *Waratah – Awabakal people*
- *Gosford – Kuring-gai people*
- *Cessnock – Wannarua*
- *Wyong – Darkinjung people*

#### Reference:

GUIDE TO THE NATIONAL QUALITY FRAMEWORK

Australian Children's Education and Care Quality Authority

National Quality Standard and Assessment and Rating | Guide to the National Quality Standard

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