



Sustainability Newsletter

July 2020

What is Sustainability?

Sustainability is learning about *environmental education*. Specifically how natural systems function and learning about how our survival and wellbeing are directly related and dependant upon our natural environment (Aussie childcare network. Lorina. June 25, 2015).

TCC Sustainability Officer

TCC welcomes Tamara as our new *sustainability officer*. At our recent professional development day in June educators collaborated about the active role our service plays in caring for our environment and the contributions we make towards a more sustainable future, and decided the best way we could implement these practices would be for one of our passionate team members to take on the role.

Tamara shows a keen interest in the position and shows great enthusiasm (Practice Principle: Reflective practice & NQS: 4.2.1- Staffing arrangements).

Hello from Tamara

Hi, some of you already know me as I have had the pleasure of educating and caring for your children over the 8 years I have been with TCC. I'm looking forward to stepping up into my new role of sustainability officer as I am passionate about sustainable living and ensuring the world our children will inherit from us is the best it can be. Within this role I bring a love for gardening and using the produce we grow in our cooking. I also like to think of new ways we can recycle items that are destined for land fill and how we can give them a new purpose. I look forward to this opportunity of bringing this passion of sustainable living to the children and incorporating aspects of it within our service practices.

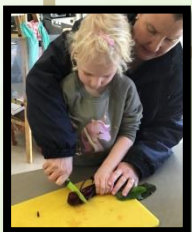


Educators collaborating at Professional development day (Practice Principles: reflective practice).

Working Towards

Over the next few months each of the rooms will be working towards getting their vegetable gardens up and running again ready for spring time produce. The idea of this will be to encourage the children to take home and share the produce with their families, as well as giving it to the kitchen to use in their daily meals. Encouraging the children to participate in the growing of our own fruits, vegetables and herbs we are building upon their sense of wellbeing as we embedding healthy eating and lifestyle practices with the service (VEYLDF: Wellbeing).

Lila helped cutting up beetroot the kinder children grew. Later Lila got to taste what roasted beetroot tastes like (NQS: Healthy lifestyle- 2.1.3).



Mac and Maddie planting and caring for their new plants (VEYLDF: Wellbeing).

Curriculum

Over the last few weeks Tamara has been collaborating with educators in each of the rooms and finding out how each individual room is playing an active role in caring for its environment and contributing to a sustainable future. During this collaboration Tamara discovered what each of the rooms were doing really well and what they want to improve upon, this lead them to set a goal they will work towards over the next month to ensure this is being embedded within their programs (NQS: Environmentally responsible.- 3.2.3).

Visiting each of the rooms was a great way to reflect upon the recent changes TCC have made to our daily routines, such as no longer using plastic bags in our scrap bowls. We now try and give as much of our scraps to our worms, and compost bins, before washing the bowls in the kitchen ready to be used again at the next meal. The children have loved taking turns feeding and caring for the worms. They have discovered the reward of having worms in the yard as they have been able to make worm juice to take home to their families (VEYLDF: Community).

Another great change that has been made within the service has been the reduction of the use of wipes. Over the last 6 months TCC educators have noticed the large amount of wipes we have been adding to land fill. Critically reflecting upon this practice enabled us to realise we needed to purchase more face washers to help with being more sustainable. Previously we used wipes not only at nappy changing time but also meal times we would give the children wipes to wash their hands and faces after eating. Now we encourage the children to wash their hands at the sinks if they are dirty and to use a face washer if their faces need cleaning (Practice Principles: Reflective Practice).



Ariana, Reuben and Ada helping Terrienne collect worm juice for families to take home.



Ash watering their rosemary and Will weeding the garden (VEYLDF: Community).



The Fun group children helping Tamara transplant their Rosemary and turn over the veggie patch (VEYLDF: Wellbeing).



INTENTIONAL TEACHING

Tamara worked with the children in the three year old Fun group room to get the soil prepared and ready for the spring time veggies. They started by relocating the rosemary as it was taking up too much room, and our veggies wouldn't have been able to grow. The children then helped turn over the earth and mix in cow manure and pea straw to allow nutrients back in the earth. This work sparked lots of discussion about what vegetables they like to eat, and how some of them help their parents in the garden at home (VEYLDF: Learning & Communication).

COMMUNITY INPUT

A large part of sustainability is about upcycling, reusing and re-homing TCC have been very fortunate to have been gifted all the toys from the Tatura toy Library as they have unfortunately had to close. The children across the service have enjoyed playing with the new toys as these have provided new resources, from puzzles, games and outdoor equipment (bikes, stepping stones etc.) and add to our older collections (NQS: Community Engagement- 6.2.3)

Thankyou Tatura Toy Library