



Weetangera School Preschool Unit

Specific sustainability and environmental education strategies and targets

- Participate in school sustainability programs and initiatives relevant to the preschool area
- Indoor and outdoor play spaces for children will continue to be improved where possible to encourage sustainable living practices and enjoyment of the environment. The outdoor environment will be well maintained, attractive and inviting. In this way the centre will demonstrate for parents and children, simple and achievable practices that produce aesthetically pleasing and relaxing moments outdoors for all age groups
- identify, make application and utilise grants made available for ACT schools
- Use energy efficient lighting, natural light and blinds on northern, eastern, and western windows
- ½ flush toilets in all bathrooms and turning taps off after use to save water
- Purchase second hand where possible
- Repair as required
- Staff members will use a variety of informal, spontaneous strategies to encourage appreciation of the natural world such as
 - encouraging children to bring flowers from their home garden to place in the centre and involving children in the process of deciding where to put them
 - placing posters of natural scenery where they will be noticed by children and sometimes casually discussed either amongst peers or with staff
 - including picture books about the natural world on the library shelves
 - providing learning centres featuring natural materials, magnifying glasses etc.
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- Encourage children to use both sides of paper and shred unwanted paper for pasting to reduce paper waste
- Use natural materials in program planning where possible
- Include sustainability initiatives in preschool programming and learning opportunities



- Explore and discuss the life cycle of plants, insects and animals with the children
- Continue to promote child participation in good environmental practices
- Explore and discuss different cultures and ways of living with the children, including Aboriginal and Torres Strait Islander customs
- Encourage families to walk or ride to preschool rather than driving to encourage good physical health and reduce gas emissions
- Maintain links with the broader community by engaging in joint projects
- Monitor the use of photocopier paper and encourage all staff to reduce their usage of this paper by using double sided sheets, laminating for reuse and reduction to fit more information on each page
- Turn off appliances, lights and computers when not in use
- Continue to provide facilities for recycling of all recyclable waste including recycling, green waste and composting
- Teach children about recycle labels, symbols and signs
- Encourage families to send children's snacks and lunches in reusable containers rather than in wrappings to reduce the rubbish
- Encourage staff and families to participate in the preschool's SunSmart program
- Annual participation in 'Earth Hour' activities
- The centre will use recycled and natural materials where possible, both indoors and outdoors. Staff members will intermittently take opportunities to draw children's attention to these. The following examples illustrate the possibilities of this for both the indoor and outdoor play areas:
 - The occasional use of things like (separate) collections of seed pods, leaves, pebbles, shells, small bathroom tiles or buttons for matching, sorting or counting activities
 - The use of second hand props such as pots, bowls and cutlery as well as dress up clothes in home play areas. In pre-literacy dramatic play areas, the use of office props such as an old keyboard, 'notepads' (stapled stacks of recycled paper) to promote list writing etc.
 - The use of recycled and natural materials to make percussion instruments (preferably to be made with the children)
 - The use of recycled and natural materials as open-ended props to further both imaginative and symbolic play and thought. Examples: in imaginative and dramatic play areas, timber off-cuts (obtainable for free from a local joinery) that are interestingly shaped and not representational in any way, squares of material off-cuts, doorknobs, pine cones etc
 - The use of recycled materials such as packing cases, tyres, cable reels of different sizes, old bedspreads, sections of carpets etc. These are moveable and so can be used in many different combinations. Example: a packing box turned upside down can be used as part of

an obstacle course one day, and turned on its side and used as a cubby for dramatic play the next day, a third use could be as a table top set up with percussion instruments

- The use of recycled materials for the creative arts, e.g. gift wrapping paper and ribbons, cardboard rolls etc.

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