

# Information sheet

## BELONGING, BEING & BECOMING

### Sustainability

Sustainability commonly spans three dimensions which are intertwined:

- environmental sustainability focuses on caring for our natural world and protecting, preserving and improving the environment
- social sustainability is about inclusion and living peacefully, fairly and respectfully together in resilient local and global communities
- economic sustainability refers to practices that support economic development without negatively impacting the other dimensions.

This information sheet provides a summary of the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Principle, Sustainability. It provides you with reflective questions as you consider your practice, service philosophy and children's program in relation to this Principle.



### Links to the National Quality Standard (NQS)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The EYLF V2.0 Principle, Sustainability is a lens through which to view all NQS quality areas, with a particular focus in:

#### QA1: Educational program and practice

**Standard 1.2:** Practice - Educators facilitate and extend each child's learning and development.

**Element 1.2.1:** Intentional teaching: Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

#### QA3: Physical environment

**Standard 3.2:** Use – The service environment is inclusive, promotes competence and supports exploration and play-based learning.

**Exceeding theme 1:** Practice is embedded in service operations

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

#### QA6: Collaborative partnerships with families and communities

**Standard 6.2:** Collaborative partnerships- Collaborative partnerships enhance children's inclusion, learning and wellbeing.

**Element 6.2.3:** Community engagement -The service builds relationships and engages with its community.

#### QA7: Governance and Leadership

**Element 7.1.1:** Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

# Educators and children have important roles to play in creating, promoting and maintaining sustainable communities.

## What is the change?

The EYLF V2.0 includes the new principle of Sustainability.

## Rationale for the change

- Teaching children about sustainability as multi-dimensional is fundamental to children's learning and development and their role as active and informed citizens.
- Sharing with children the environmental impacts of humans and the interdependencies between people, animals, plants, lands and waters is central to education for sustainability.
- This new principle draws on contemporary research and multi-dimensional understandings of sustainability – environmental, social and economic – and their interconnections.
- The expanded approach aligns with sustainability in the Australian Curriculum V9.0 and recognises children's interest in and ability to act in supporting a fair and sustainable world.

## What this looks like in practice?

- Educators recognise children's interest in their world, their ability to engage with concepts and practices of sustainability and their capacity to advocate and act for positive change.
- Every child's agency and right to be an active participant in all matters affecting their life is supported by educators and service leaders.
- All educators actively support children's understanding of their [citizenship](#), rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences.
- Educators provide opportunities for children to learn about the three interconnected dimensions of sustainability, understanding that sustainability extends well beyond learning in nature and being involved in nature conservation.
- Educators support children's commitments to social justice and intergenerational equities through curriculum decision making.
- Children are given the opportunity to engage in democratic decision making which may affect themselves and those around them.
- Children are supported to consider conservation and regeneration of resources and fairness for all living things during play.
- Educators support children to become [active citizens](#) in their communities.

- Educators are committed to reflecting on environmental, economic and social impacts on the world in all aspects of service operations, identifying improvement strategies and including these in the service's Quality Improvement Plan (QIP).
- Educators recognise, document and reflect upon children's sustainability learning across all five EYLFv2 Learning Outcomes.

## Reflective questions and provocations

- How do your practices reflect sustainable development?
  - » [What Is Sustainable Development? \(YouTube\)](#)
- What strategies do you implement to ensure the multiple dimensions of sustainability are considered in your service's Quality Improvement Plan?
  - » UNESCO - [Sustainable Development Goals - Resources for educators](#)
- What information, ideas and strategies do you share and use to support children to take an active role in caring for the environment and contributing to a sustainable future?
  - » Early Childhood Australia - [The Spoke blog – Education for sustainability](#)
- How do you foster children's capacity to understand, care for and respect the natural environment and the interdependencies between people, plants, animals, lands and waters?
  - » Common Ground - [Mindful Moments on Country](#)
- What strategies are in place to support all educators to understand the three interconnected dimensions of sustainability?
  - » Early Childhood Australia - [The Spoke blog – Sustainability as the norm in early childhood settings](#)
- How do educators support children as active citizens? ?
  - » ACECQA - [Newsletter Issue 3 2023](#)
- How have you challenged your own biases in support of social justice and addressing intergenerational inequities?
  - » The Education Hub - [Social justice in early childhood education](#)
- How do children actively contribute to democratic processes in your service?
  - » Be You - [Planning for Empowerment: Growing a mentally healthy generation](#)
- [How is economic sustainability considered in service operations, including the ethical creation of products?](#)
  - » [NSW Government - Return and Earn](#)

## ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Mapping the updated EYLF to V9 Australian Curriculum](#)
- ACECQA – [DDA information sheet – What do children’s education and care services need to know?](#)
- ACECQA – [Information sheet – QA5 Relationships with children](#)
- ACECQA – [We hear you blog – Does your service vision lead the way?](#)

## Other references and resources

- Australian Government Department of Education – [The Alice Springs \(Mparntwe\) Education Declaration](#)
- Children's Ground – [Walk With Us \(Vimeo\)](#)
- Community Child Care Victoria – [Exploring celebrations in children’s Services. Self-guided learning package](#)
- Early Childhood Australia (ECA) – [Code of Ethics](#)
- Sandra Cheeseman – [Narratives of infants’ encounters with curriculum: Beyond the curriculum of care](#)
- Stride Mental Health – [Cultivating a sense of belonging for all children](#)
- Tasmanian Department of Education – [Respectful relationships education: Early years – Teaching and learning package](#)