

*Look inside the*

## OUR SUSTAINABLE YEAR WALL CALENDAR

This information ebook is designed to support you in identifying, reflecting on, and documenting how your service operations and practices are linked to:

- Frameworks,
- NQS,
- Theorists,
- Developmental Milestones, and
- Exceeding Themes.



# OUR SUSTAINABLE YEAR WALL CALENDAR



This calendar is a monthly reminder to actively involve children in sustainable practices and activities and a record of the activities for parents and assessors to view.

**BUTLER  
DIARIES**



Centre-based service ✓



Family day care services ✓



School aged children ✓



Birth to five ✓

## THIS IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

## WORKING IN

- Long Day Care
- OSHC / Occasional Care
- Preschool
- Kindergarten (incl. QLD Kindergarten Program)
- Family Day Care

## IN

- Australia (all States)

## DESIGNED TO BE USED WITH:

- [Individual Observations Booklet](#) (all States)
- [Weekly Programming and Reflection Diary](#) (all States), [OSHC Version](#)
- [Central Outdoor Weekly Programming and Reflection Diary](#) (all States)
- [QLD Weekly Programming and Reflection Diary](#) (QLD only)
- [FDC Combined Compliance Checklist and Programming Diary](#) (all States)
- [Our Culturally Responsive Year Calendar](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)



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- ✓ DISPLAYED PRACTICE
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE

- ✓ EVIDENCE NQS
- ✓ SUPPORTS COMPLIANCE
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

# OUR SUSTAINABLE YEAR WALL CALENDAR



**LOOK INSIDE  
EVERY MONTH**

## OUR SUSTAINABLE JANUARY



**How did we REFUSE?**  
How or what did we refuse to buy, use or do that would not have been a sustainable choice?

**How did we REDUCE?**  
How did we reduce our consumption of food, materials, water and electricity?

**How did we REUSE?**  
How did we reuse materials and resources for different purposes?

REFUSE  
REDUCE  
REUSE

**How did we RECYCLE?**  
How did we recycle by using recyclable materials in our activities and environment?

**How did we REPAIR?**  
How did we take care of and repair play equipment, toys and other objects?

**How did we RESPECT?**  
How did we respect by learning about the world and natural processes?

RECYCLE  
REPAIR  
RESPECT  
REFLECT

**How did we REFLECT?**  
How will we reflect by thinking about our actions and attitudes what will we try to do better next month?

JANUARY 2024	M	T	W	T	F	S	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4

\*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

# OUR SUSTAINABLE YEAR WALL CALENDAR



## LOOK INSIDE FRONT PAGES

### How to use this calendar...

Quality Area 3 of the Australian National Quality Standard focuses on the physical environment, ensuring that it is safe, healthy and provides a rich and diverse range of experiences that promote children's learning and development and children becoming environmentally aware and responsible.

Standard 2.2 of the National Quality Standard requires a service to have an active role in caring for the environment and contribute to a sustainable future. For a service to be meeting the National Quality Standard, element 2.2.2 requires that sustainable practices are embedded in service operations.

NSQ Element 2.2.2 The service takes the environment and supports children to become environmentally responsible. (Element 2.2.2.2) Visionary

This requires that children develop an understanding and respect for the natural environment and the interdependence between people, plants, animals and the environment.

Education and children work together to reuse, repair, care and appreciate for the natural environment.

**New Zealand Environmental Education for Sustainability (EES)**

EES is a framework for the environment. It is about the natural, cultural, and economic well-being of all people - we will ensure that sustainability that will support EES in our schools, communities, and organisations.

In the context of the early years curriculum, EES is a framework that provides relevant skills, knowledge, attitudes, values, and experiences.

One of the findings of the Te Whāriki in Te Kōwhiri is that knowledge, meaning, wellbeing, and power/kaitiaki, is a way of learning and caring for the environment based on a Māori worldview.

1. Guide to the National Quality Standard, ACQIS 2019  
2. Based on section 2.2 Planning Environment and T.2.2.2.2. The Contribution of Early Childhood Education to Sustainable Future Plans (EES) 2019

## BACK PAGES

### OUR SUSTAINABLE YEAR

**HIGHLIGHTS OF OUR SUSTAINABLE YEAR?**  
How can we reflect in these and incorporate into our Quality Improvement Plan for 2024?

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## HOW TO USE THIS CALENDAR

**Special dates to remember**

JANUARY 2024	FEBRUARY 2024	MARCH 2024	APRIL 2024
MAY 2024	JUNE 2024	JULY 2024	AUGUST 2024
SEPTEMBER 2024	OCTOBER 2024	NOVEMBER 2024	DECEMBER 2024

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## SPECIAL DATES AND YEARLY OVERVIEW

## HIGHLIGHTS & QIP REVIEW FOR FOLLOWING YEAR

**How will we PLAN?**  
 How will we plan for better Sustainability in our setting for 2024?  
Transfer this to your QIP Standard 3.2 - Element 3.2.3

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?

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## PLANNING FOR SUSTAINABILITY (QA 3.2) FOR FOLLOWING YEAR

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# OUR SUSTAINABLE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Principles

- **Secure, respectful, and reciprocal relationships are achieved** when educators form nurturing relationships with children that help children learn about their **responsibilities to others**, such as our responsibility to create a sustainable future for others. **Sustainability** is the core principle of the Calendar with the goal to promote sustainable communities through shared practice between educators, children, families and the community. **Critical reflection** is encouraged with a monthly reflect box to encourage **meaningful experiences** and **forward planning**.

#### Practice

- The Sustainability Calendar is an **intentional teaching** tool that allows you to purposefully and thoughtfully plan and capture learning. **Holistic approaches** are supported by focusing on connections with the natural world. **Responsive learning relationships** are supported with this monthly reminder to actively involve children in sustainable practices. It encourages educators to allow children the opportunity to **explore respect for the natural world** through **play-based learning**. **Welcoming learning environments** are fostered through a displayed calendar that allows families to contribute ideas and questions and for children to **reflect on their learning**. It provides an additional tool for capturing **assessments of learning**.

#### New Zealand EEfS

- In the context of the early years' curriculum, EEfS involves ideas and practices associated with **sustainability, climate change, critical thinking, identity, community, and kaitiakitanga** which can be captured and displayed for families.



#### COVERS:

- EYLF
- MTOP
- QKLG
- Te Whariki
- Theorists
- Developmental Milestones
- NQS



# OUR SUSTAINABLE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Learning Outcomes

- Children's emerging **sense of identity** is fostered by allowing children to construct their own identity within the context of the natural environment (LO1). Educators are offering this by:
  - Providing children with strategies to make **informed choices about their sustainable behaviours**, promoting children's **sense of belonging, connectedness**, and **wellbeing**, mediating and assisting children in **negotiating their rights** in relation to the rights of the community (LO1.2),
  - Promoting a strong sense of **shared identity** as Australians and respect for the land and **sharing children's successes** with families through a displayed calendar (LO1.3).
- Children's **connection to the world** and their ability to contribute are promoted (LO2). Educators are providing this by:
  - **Building connections** between their centre and the local community and providing opportunities for children to **investigate ideas** relevant to their lives and community (LO2.1),
  - Encouraging children to be **socially responsible** and **show respect** for the environment through sustainable practices such as: Reduce, Reuse, Recycle, Repair, Respect, and Reflect (LO2.4).
- Fostering children as **confident and involved learners** is supported (LO4) when educators:
  - Provide children opportunities to **revisit their ideas** through a displayed calendar and **reflect with children** on what they've learned using the Reflect prompt (LO4.1),
  - Provide the opportunity to **transfer and adapt** what they learn from one context to another by taking and sharing sustainable practices from the centre to their homes and communities (LO4.3),
  - Provide opportunities for children to explore **natural and processed materials**, and experience the **broader community and environment** (LO4.4).



#### COVERS:

- LO1: Children have a strong sense of identity
  - 1.2
  - 1.3
- LO2: Children are connected with and contribute to their world
  - 2.1
  - 2.4
- LO4: Children are confident and involved learners
  - 4.1
  - 4.3
  - 4.4



# OUR SUSTAINABLE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### THEORETICAL LINKS

- **Dewey** believed children's social and cultural worlds are important to children's learning. The Sustainability Calendar brings children's learning inside the centre and connects it with the larger community.
- **Bronfenbrenner** believed the world influenced children's development; our Sustainability Calendar connects the wider community and society with children's learning and encourages positive environmental interactions with a displayed program for families.
- **Environment Learning Theory** believes children's environments shape learning and behaviour. By embedding sustainable practices, educators are providing an environment that will shape a connection with the natural world and responsibility to the wider world.

### DEVELOPMENTAL MILESTONES

- Children's **development** across all areas can be captured through a range of experiences documented in our Reduce, Reuse, Recycle, Repair, Respect and Reflect boxes (**EYLF 1, 2, 3, 4, 5**).



# OUR SUSTAINABLE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?



### NATIONAL QUALITY FRAMEWORK

#### QA1 Educational program and practice

- Supports implementation of **approved learning frameworks** by linking with Learning Outcomes (QA1.1.1)
- Promotes **intentional, sustainable teaching practices** with Reduce, Reuse, Recycle, Repair, Respect, and Reflect boxes (QA1.2.1)
- Encourages **responsiveness to children** and **scaffolding** through a monthly reminder to involve children in sustainable practices and monthly further planning box (QA1.2.2)
- Supports promoting **children's agency** to influence their world through sustainable practices (QA1.2.3)
- Supports the implementation of a **cycle of planning** with extension planning and when linked to the Weekly Programming and Reflection Diary and Central Outdoor Weekly Programming and Reflection Diary (QA1.3.1)
- Designed to be displayed and easily read so **families are informed** about their child's program and can provide input (QA1.3.3)

#### COVERS:

- 1.1.1 Approved Learning Framework
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.1 Assessment and planning cycle
- 1.3.3 Information for families

#### QA3 Physical environment

- Promotes an **inclusive environment** that encourages participation and engagement with the natural world (QA3.2.1)
- Supports the service in caring for the environment and engaging children to become **environmentally responsible** (QA3.2.3)

#### COVERS:

- 3.2.1 Inclusive environment
- 3.2.3 Environmentally responsible

#### QA6 Partnerships with families and community

- Prompts **engagement with communities** through sustainable practices that impact the wider community (QA6.2.3)

#### COVERS:

- 6.2.3 Community engagement

Use this calendar in conjunction with our suggested diaries to evidence against more National Quality Standards and Elements.



# OUR SUSTAINABLE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

#### THEME 1

##### Embedded in Service Operations

Our Sustainable Year planner is designed to ensure **sustainable practices are consistent and intentional**. An ongoing **cycle of planning** is promoted with forward planning prompts.



#### THEME 2

##### Informed by Critical Reflection

To ensure your practices are informed by **critical reflection, reflect** and **extend** monthly inside the Calendar and use our Calendar with our Weekly Programming and Reflection Diary for **weekly reflections**.



#### THEME 3

##### Shaped by Meaningful Engagement with Families and Community

Our Calendar supports **meaningful engagement with families and the community** through a displayed calendar for families so they can provide input and feedback on their children's learning.

**Embedding sustainable practices** in the centre provides the opportunity to **connect with the local community and larger society**.



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**Information sourced from:**

ACECQA - [About Exceeding](#)

ACECAQ - [National Quality Standard](#)

Australian Government - [Developmental milestones and the EYLF and NQS](#)

Australian Government - [The Early Years Learning Framework for Australia](#)

Australian Government - [My Time, Our Place](#)

Queensland Curriculum & Assessment Authority - [Queensland Kindergarten Learning Guideline](#)

**Disclaimer:**

Butler Diaries provide evidence for some, but not all parts of frameworks and NQS. Butler Diaries cannot promise our products will get you a better assessment. This information is general information only and must be considered inside the context of your own practices and service operations.