

# Resource list: Sustainability

QKLG 2024

## Purpose

This list of resources may support teachers and educators when considering the *Queensland kindergarten learning guideline* (QKLG) principle: Sustainability across teaching and learning contexts.

Resource	Summary
<p>Australian Education Research Organisation (AERO), 'Sustainability: Play-based learning and intentionality', <a href="http://www.edresearch.edu.au/guides-resources/practice-resources/sustainability-pblai">www.edresearch.edu.au/guides-resources/practice-resources/sustainability-pblai</a>.</p>	<p>The resource provides guidance for early childhood teachers and educators in integrating sustainability into their teaching practices. It emphasises the importance of intentionality in play-based learning, aligning with the principles of the Early Years Learning Framework (EYLF V2.0). The resource encourages the incorporation of social, economic and environmental sustainability concepts into the curriculum, promoting children's sense of responsibility and social awareness as they learn about sustainability through play.</p>
<p>The Australian Children's Education and Care Quality Authority (ACECQA), 'The how and why of in-nature programs', <a href="http://www.acecqa.gov.au/sites/default/files/2024-07/QA1_TheHow%26WhyOfIn-naturePrograms.pdf">www.acecqa.gov.au/sites/default/files/2024-07/QA1_TheHow%26WhyOfIn-naturePrograms.pdf</a>.</p>	<p>This information sheet from ACECQA provides comprehensive guidance on developing and running in-nature programs. It covers the theory behind in-nature play, its benefits for children's development and practical considerations for implementation, including risk management, community engagement and alignment with service philosophies and regulatory frameworks. Additional resources to support sustainability practices can be found by exploring the ACECQA website.</p>
<p>Nature Play Queensland, 'Resource hub', <a href="https://natureplayqld.org.au/resource-hub">https://natureplayqld.org.au/resource-hub</a>.</p>	<p>When considering children's active engagement in their environment, Nature Play Queensland's Resource Hub offers a comprehensive range of materials including practical activity ideas, lesson plans and research articles. These materials support children's connection to the environment and are aligned with the Australian Curriculum v9.0 and the Early Years Learning Framework (EYLF V2.0). The hub additionally includes specific resources for Nature Play and Bush Kindy programs.</p>
<p>Bunch, N 2024, 'A shared vision for sustainability', <i>Every Child</i>, vol. 30, no.1, <a href="http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2024/04/Every-Child-2401-Sustainability.pdf">www.earlychildhoodaustralia.org.au/wp-content/uploads/2024/04/Every-Child-2401-Sustainability.pdf</a>.</p>	<p>The article explores the ways team members in an early childhood setting considered their own biases and preconceived notions around sustainability and how they drew upon the strengths and perspectives of the team to create a holistic and integrated approach to sustainability, which encompasses the interconnected dimensions of environmental, social and economic sustainability.</p>

Resource	Summary
<p>Sonter, LJ &amp; Kemp, S 2021, 'Connecting the UNESCO Sustainable Development Goals with Australian early childhood education policy to transform practice', <i>International Journal of Early Childhood Environmental Education</i>, vol. 9, no. 1, pp. 11–25, ISSN 2331-0464 (online), <a href="https://files.eric.ed.gov/fulltext/EJ1324255.pdf">https://files.eric.ed.gov/fulltext/EJ1324255.pdf</a>.</p>	<p>This article by Lisa Sonter and Sharon Kemp from the Queensland Early Childhood Sustainability Network (QECSN) explores the integration of the Sustainable Development Goals (SDGs) into Australian early childhood education policies and practices. It highlights the importance of embedding sustainability into early childhood education to foster transformative change. The authors discuss the alignment of the SDGs with the Australian National Quality Standard (NQS) and emphasise the need for teachers and educators to understand the multidimensionality of sustainability. The article promotes a holistic and action-oriented approach to sustainability education in the early years.</p> <p>For more information on QECSN please go to <a href="https://qecsn.org.au">https://qecsn.org.au</a> for access to sustainability-focused professional development opportunities including webinars, workshops and an annual symposium. QECSN also provides members with practical resources.</p>
<p>Davis, JM &amp; Elliott, S (eds) 2024, <i>Young Children and the Environment: Early education for sustainability</i>, 3rd edn, Cambridge University Press, Cambridge, ISBN 978-1009199988.</p>	<p><i>Young Children and the Environment</i> is a textbook resource for early childhood teachers and educators, focusing on how to engage children, families and communities in sustainable practices. Aligned with the revised Early Years Learning Framework (EYLF V2.0), this third edition covers key topics such as early childhood education for sustainability, public health and environmental management. It features practical ideas and international case studies to inspire practice toward fostering a sustainable future.</p>
<p>Fjørtoft, I 2001, 'The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children', <i>Early Childhood Education Journal</i>, vol. 29, no. 2, pp. 111–117, <a href="https://link.springer.com/article/10.1023/A:1012576913074">https://link.springer.com/article/10.1023/A:1012576913074</a>.</p>	<p>The study investigates natural play spaces and environments for kindergarten children in Norway and highlights how the various landscape features support children's physical and social development. The relationship between the structures of play spaces, landscapes and the functions of play are analysed as well as the importance of natural topography for motor skills development.</p>
<p>Taylor, A &amp; Giugni, M 2012, 'Common worlds: Reconceptualising inclusion in early childhood communities', <i>Contemporary Issues in Early Childhood</i>, vol. 13, no. 2, pp. 108–119, <a href="https://doi.org/10.2304/ciec.2012.13.2.108">https://doi.org/10.2304/ciec.2012.13.2.108</a>.</p>	<p>This resource defines and challenges views on the interconnectedness and relations between humans and the non-human world, moving us towards a more inclusive and sustainable future. It invites us to consider the notion of an 'ethics of care', a sense of place and our collective responsibility to communities to underpin approaches to sustainability.</p>
<p><i>Narragunnawali</i>, 'Caring for Country (early learning)', <a href="http://www.narragunnawali.org.au/curriculum-resource/186/caring-for-country-early-learning">www.narragunnawali.org.au/curriculum-resource/186/caring-for-country-early-learning</a>.</p>	<p>'Caring for Country (early learning)' emphasises the importance of educating children about the significance of the land and the environment. It highlights the need for children to recognise and value the contributions of Aboriginal peoples and Torres Strait Islander peoples to sustainable land management. It fosters an appreciation for cultural knowledge and supports building a sense of</p>

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	environmental responsibility in children by teaching them to value Indigenous contributions to land care.
<p>Bone, J 2013, 'The animal as fourth educator: A literature review of animals and young children in pedagogical relationships', <i>Australasian Journal of Early Childhood</i>, vol. 38, no. 2, pp. 57–64, <a href="http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2021/12/26THEA1.pdf">www.earlychildhoodaustralia.org.au/wp-content/uploads/2021/12/26THEA1.pdf</a>.</p>	<p>This article highlights and challenges perspectives around the benefits of incorporating animals and living things into educational settings for children to not only learn about biology and ecology but also develop a sense of stewardship for the environment. The author considers the value, morality and ethics of including animals in service approaches to education and the connection to raising environmentally conscious individuals.</p>

**Note:** The list provided is not exhaustive and serves as a starting point for further exploration. We welcome additional resource suggestions.

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and search for 'QKLG'. Alternatively, email the K–10 Curriculum and Assessment Branch at [QKLG@qcaa.qld.edu.au](mailto:QKLG@qcaa.qld.edu.au).

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