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1A Identifying aspects of sustainability

Everything you do involves the use of materials and resources, both natural and man-made. However, even man-made products are derived from nature; for example, plastics are made from petroleum products, which are derived from naturally occurring, ancient, irreplaceable fossil deposits. Every aspect of your life is dependent on the natural world and your relationship with it. Sustainable practice is about understanding that your wellbeing is dependent on the health of the planet and that the resources you depend on daily are not limitless.



As a role model for children, it is your responsibility to increase your knowledge and practice of sustainability, and to educate children and your community through the way you manage your service.

The first step in developing an SMP is to look at your service's environmental policies and procedures and establish how these have been put into practice. In doing this you are identifying the aspects of sustainability that are already in place.

Sustainability issues

You have the chance to educate future generations about their important role in caring for the environment. Your service can become the place where simple acts of sustainable practice are modelled.

The world is currently faced with a number of environmental issues, which are a direct result of humans' impact on the planet. All life on the planet is dependent on the sun, the atmosphere, water, the land and the resulting weather patterns. Everything in the natural world is connected.

To modify your service's practices and lessen its impact on the environment, you must first understand the following key issues and your contribution to them.

Climate change and the greenhouse effect

Climate change and the greenhouse effect refer to changes in climate over decades. The average temperature of the Earth is rising; this is known as global warming. This warming of the climate has been recorded since the industrial revolution, when fossil fuels were first burnt to power machinery.

The Earth's atmosphere naturally contains greenhouse gases, which absorb radiation, protect the planet from the freezing temperatures in space and keep the planet warm and capable of supporting life. However, our increasing reliance on fossil fuels – petrol, coal, oil and natural gas – has dramatically increased the amount of carbon dioxide (one of the main greenhouse gases) in the atmosphere.

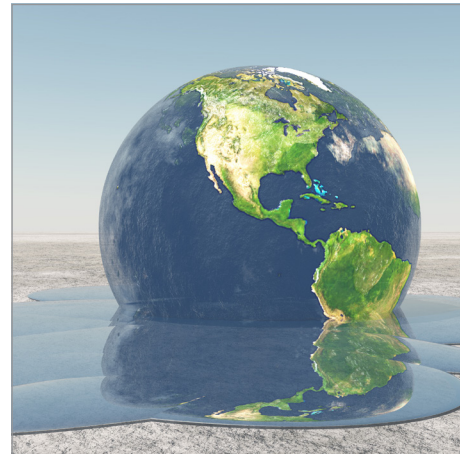
The other significant contributor to the continuing increase in greenhouse gases is tropical deforestation for agriculture to feed the growing human population.

As a result of these factors, the climate and the oceans are warming, sea levels are rising, and extreme weather and temperature conditions are occurring. All of these factors, if they remain unchecked, threaten the natural environment and the ability for living things, including people, to survive.

1B Identifying areas for change

Enhancing the sustainability of your service is an ongoing process. Developing an SMP means identifying what areas need improvement.

The best results will be achieved if you involve others in brainstorming about possible changes. Ensure that you look at all aspects of the service's delivery and environment for changes that will enhance environmental sustainability and increase the children's connection with nature.



Enhancing environmental sustainability

Environmental change is the most common area of sustainability. People are becoming increasingly aware of the need for environmental sustainability and you can gain ideas from other services, community organisations, parents and resources, such as books, magazines, television programs and the internet.

The following table lists a range of service components and some areas for potential change.

Service component	Sustainability goal	Potential change
Cleaning and maintenance	<ul style="list-style-type: none"> ▶ Reduce pollution. ▶ Use less energy. 	<ul style="list-style-type: none"> ▶ Use non-toxic materials wherever possible. ▶ Implement cleaning processes that include natural products. ▶ Increase use of sunlight and fresh air for drying clothing and disinfecting surfaces. ▶ Use open windows to cool down rooms instead of fans. ▶ Use sunlight to warm rooms instead of heaters.
Building	<ul style="list-style-type: none"> ▶ Ensure repairs to the building are environmentally friendly and non-toxic. ▶ Renovate interior finishes to reduce toxicity. 	<ul style="list-style-type: none"> ▶ Use paint and adhesives that have low levels of volatile organic compounds (VOC) that are toxic. ▶ Use Green Label Plus or recycled content carpet. ▶ Reduce carpet areas to minimise dust and dander collection.

Activity	Topics for discussion	Possible projects
Finding out about where products come from	<ul style="list-style-type: none"> ▶ Food ▶ Power ▶ Resources that require power ▶ Furniture 	<ul style="list-style-type: none"> ▶ Identify supply chains. ▶ Go on excursions to farms, markets or supermarkets. ▶ Organise a voluntary power outage to see how often the group uses items that need power.

You can find further ideas for talking to children about sustainability at:

- ▶ <http://aspirelr.link/sustainability-for-kids-pinterest>
- ▶ <http://aspirelr.link/ollies-world>

Example

Discussing a policy change with children

An education and care service has recently adopted a policy of conserving water resources. Children are encouraged to turn taps off quickly and not leave them running longer than necessary.

Darcy, an educator, has organised a series of discussions to engage children in. These discussions will be a continuous process, responsive to the circumstances, and will involve group and individual discussions.

Darcy's plan for the discussions is based on these questions:

- ▶ Where does water come from?
- ▶ What do we use water for?
- ▶ What if we had no water?
- ▶ What can you do to make sure we don't waste water?
- ▶ What will happen if we remember to turn off taps and only use what we need?
- ▶ How can we help each other to save water?

Practice task 2

1. Think of one sustainability goal that a service might have and one potential change they could make that would help them meet that goal. For example, use less energy, which could be implemented by opening windows instead of using air conditioning to cool down rooms.

Write down the goal and the change here.

2. Describe how you would consult with children about the goal you have chosen to do the following:
 - a. Increase their awareness of sustainability

Learning checkpoint 1

Developing a sustainability management plan

Part A

1. Investigate the sustainability of a service. Consider each of these aspects:

- ▶ nature
- ▶ waste
- ▶ energy
- ▶ toxins.

For each aspect, write down the following information:

- a. Current sustainable practices
- b. Names of the policies and procedures that are linked to these practices
- c. Potential areas for change
- d. Barriers making this potential change difficult

You may wish to present your findings in a table similar to the one below.

Service aspect	Current sustainable practices	Policy/ procedure names	Potential areas for change	Barriers to change
Nature				
Waste				
Energy				
Toxins				



Topic 2

In this topic you will learn about:

- 2A** Providing opportunities to interact with the environment
- 2B** Role-modelling respect for the environment
- 2C** Promoting the development of life skills
- 2D** Considering dilemmas of sustainable changes

Supporting children to understand and respect the environment

To improve the sustainability of your service and involve children in the process, it is essential that you enhance children's appreciation of nature and understanding of the interdependence between people, plants, animals and the land. You can do this through educational activities and by modelling sustainable practices.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
✓	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
Early Years Learning Framework	My Time, Our Place
Principles	
	Secure, respectful and reciprocal relationships
	Partnerships
	High expectations and equity
✓	Respect for diversity
✓	Ongoing learning and reflective practice
Practice	
	Holistic approaches
	Responsiveness to children
✓	Learning through play
✓	Intentional teaching
	Learning environments
	Cultural competence
	Continuity of learning and transitions
✓	Assessment for learning
Outcomes	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

Resources for all ages

You can provide resources for environmental education that appeal to children of all ages. These may include:

- ▶ plants, insects and animals
- ▶ everyday objects made from natural materials
- ▶ collections of natural materials, such as shells, leaves, feathers
- ▶ fiction and non-fiction books
- ▶ songs.

There are also many videos available on YouTube that explain environmental topics. Some are created for children; they are fun and explain concepts in a simple manner. You can show these to children to discuss or demonstrate a concept, or watch them on your own to gain ideas for future presentations.

There are activities you can do in your local area or with people in your community to engage with environmental concepts.

Some ways you can draw upon community resources are by:

- ▶ visiting different local ecosystems, such as a beach, river, wetland or park
- ▶ visiting local organisations, such as a sustainability information centre
- ▶ visiting a local recycling centre
- ▶ inviting members of the community to visit and speak to the children or run a workshop
- ▶ finding people who present plays to children on environmental themes
- ▶ inviting people to bring animals into the service
- ▶ going to the zoo, the aquarium or a petting farm.

Natural and recycled materials

Your service can be a source of spontaneous learning if you maximise the use of natural materials in the environment. The play environment should include a range of items from nature, such as pine cones, leaves, pebbles and logs. Equipment made from natural materials can also be sourced, such as hessian, timber train sets, cane baskets and natural furniture.

You may not be able to achieve a totally natural environment; however, with careful planning, consultation and a little imagination, you can move towards creating an environment that expresses the principles of sustainable living and encourages interaction with nature.

The natural elements in the environment should stimulate exploration and open-ended experimentation. You can still have purposeful, goal-orientated and intentional teaching, but natural elements in the environment will project a message about the service's values and maximise opportunities for children to explore.

2B Role-modelling respect for the environment

In addition to providing learning experiences about the environment and materials for children's activities, an educator must be a good role model.

Watch this video about role-modelling positive relationships with the environment.



Being an effective role model

It is your responsibility to demonstrate respect, care and appreciation for the environment on a daily basis. The following guidelines may help you model these behaviours towards natural and constructed environments.

Workplace resources	Things to consider
Water	<p>Do you:</p> <ul style="list-style-type: none"> ▶ watch clouds and talk about their shape? ▶ have a water tank? ▶ provide containers of water for play rather than a running hose? ▶ water the garden using collected leftover water? ▶ sweep paths rather than hose them? ▶ water gardens early in the morning or late at night to minimise evaporation? ▶ teach children about the half flush on the toilet? ▶ avoid using drains for disposing unwanted materials? ▶ use unbleached toilet paper?
Energy	<p>Do you:</p> <ul style="list-style-type: none"> ▶ use natural light as much as possible? ▶ dry clothes on the washing line? ▶ use the washing machine and dishwasher only when you have a full load? ▶ look for 5-star energy rated appliances? ▶ have solar power installed? ▶ have a solar hot water system?
Air	<p>Do you:</p> <ul style="list-style-type: none"> ▶ comment on the weather? ▶ listen to the sound of trees in the wind? ▶ avoid sprays or chemicals that leave toxic fumes or smells? ▶ open windows to allow fresh air to circulate?

Garden safety

When children are in the garden, make sure that they:

- ▶ follow sun-smart procedures
- ▶ wear closed-toe shoes to protect their feet when digging and shovelling
- ▶ use tools that match their size and capability
- ▶ are supervised if using fertilisers or potting mix
- ▶ are safe near water
- ▶ pack up equipment when not in use; hoses and tools are hazards when left lying around
- ▶ only eat plants and crops when adults agree it is safe
- ▶ are aware that some insects and plants are dangerous when handled.



Creating a garden

You need to do some research and preparation before creating a garden. Some important steps to make your garden successful are outlined in the following table.

Step	Considerations	Useful information
1. Decide on a space	<ul style="list-style-type: none"> ▶ What spaces are available? ▶ What are the characteristics of the space? For example, does it have sunlight; will it be rained on? ▶ What kind of garden will it be? For example, raised, potted, small, large, indoor, outdoor or in a glass house? 	<ul style="list-style-type: none"> ▶ A vegetable garden will need: <ul style="list-style-type: none"> – full sun most of the day – plenty of water – good soil. ▶ A vegetable bed may need soil brought in from a garden centre.
2. Decide what to grow	<ul style="list-style-type: none"> ▶ What will children eat or enjoy looking at? ▶ What will grow in the space you have identified? ▶ Which plants are dangerous? 	<ul style="list-style-type: none"> ▶ Be aware of allergies to foods, plants and pollen. ▶ Some plants are dangerous to eat or touch.
3. Set up your garden bed	<ul style="list-style-type: none"> ▶ What do you need to build the garden? ▶ What type of soil needs to be brought in? ▶ Who can help? 	<ul style="list-style-type: none"> ▶ Pots and small beds may require potting mix. ▶ Larger beds may require composted soil. ▶ Vegetables are fussier about soil than native plants.

Strategy	What to do	What children can do
Recycle – Recycle waste and kitchen scraps, and choose products with recyclable packaging.	<ul style="list-style-type: none"> ▶ Some packaging is made from recycled materials. ▶ You can use cardboard or newspaper in a worm farm, compost heap or as mulch on the garden. ▶ Kitchen scraps and garden waste can be sorted into items appropriate for compost bins or worm farms. ▶ Recycling bins are usually provided by local government to homes and businesses, and in public areas. 	<ul style="list-style-type: none"> ▶ Help sort packaging material into recyclable and non-recyclable items. ▶ Work out the best place for each material to go (rubbish bin, garden, compost bin, worm farm or recycle bin). ▶ Learn about the different recycling symbols and what they mean. ▶ Research how composting and worm farms work. ▶ Help care for the compost bin or worm farm.

Caring for animals

Children can learn compassion and responsibility through caring for animals. However, they first need to be shown how to be a reliable and capable pet owner. The needs of the pet must always be maintained, and children need to show respect for the animal at all times. Hygiene and safety factors are also a high priority.

If you do decide to introduce a pet into the service, children need to be taught:

- ▶ how to handle the animal properly and safely
- ▶ what the animal eats and drinks
- ▶ what hygiene practices should be followed
- ▶ when the animal is showing signs of fear or defence
- ▶ what to do if they are scared of the animal
- ▶ how long you can keep the pet before its life span is reduced (for example, insects will die if kept too long)
- ▶ how to groom and care for the animal
- ▶ when to visit the vet.

Practice task 6

1. Identify a space that may promote the development of life skills such as:

- ▶ growing or preparing food
- ▶ sorting waste and recycling
- ▶ caring for animals.

2. Briefly explain:

- a. What the space is about

3B Engaging adults and children in sustainable practices

Families and the wider community are an important source of knowledge, skills and values. Engaging with other adults is part of your role as an educator. Sharing information and ideas about the sustainable practices of the service is the best way to engage their attention and get them involved.

Making change can be difficult. It involves an honest evaluation of the current situation, and a willingness to invest time and energy into finding new ways to operate. Making changes in an organisation is complex; it requires positive leadership and the creation of a vision that motivates people to work towards identifying and achieving goals.



Watch this video about engaging all stakeholders in the service's environmental practices.

Encouraging participation

There are many stakeholders who may be able to contribute to the sustainability practices of the service. It is worth considering people within the service, from children's families and in the wider community.



Within the service

Educators and other staff in the service should encourage learning opportunities about environmental sustainability at all times, including in everyday tasks. There are many opportunities both in and outside the service you can take advantage of. Some examples are outlined in the following table.

Who	Ways to encourage learning about sustainability
Educators	<ul style="list-style-type: none"> ▶ Use natural resources where possible, such as drying washing outdoors in the sun. ▶ Use 'green housekeeping' practices such as minimising waste, recycling, and reducing water and energy consumption. ▶ Plan excursions and incursions focused on sustainable practices, such as: <ul style="list-style-type: none"> – visiting a recycling centre – contacting the council to run sustainability workshops or events – visiting the zoo to learn about the animals and conservation. ▶ Invite families and other community members to share their sustainable ideas and practices. ▶ Work with families and children to research native wildlife. ▶ Draw attention to the displays and literature about environmental issues at the service.

Apply the new behaviour**2**

- ▶ Show how to make the change (for example, through coaching, mentoring or professional development). Focus on what needs to happen rather than on the problems of change.
- ▶ Provide opportunities for people to try out the new behaviour in a safe and friendly environment.
- ▶ Provide professional development on the principles or aims behind the change, if necessary.

Embed the new behaviour**3**

- ▶ Focus on the new behaviour until it becomes automatic.
- ▶ Regularly remind people to make the change.
- ▶ Provide consistent positive feedback when you see the new behaviour.

For more information see: <http://aspirelr.link/driving-behavioural-change>

Using incentives for change

Incentives can motivate people to make changes.

Some ideas for incentives to increase participation in the service's sustainability practices include:

- ▶ making discussions social occasions; for example, holding a quiz night on the topic of the environment to stimulate discussion of environmental and sustainability themes
- ▶ holding a barbecue after a weekend gardening session
- ▶ holding events that provide useful or advantageous information for parents; for example, advertising an event focused on environmental sustainability as an evening of 'tips to save money on your bills'
- ▶ offering free items or information on how to obtain government-subsidised items for reducing energy consumption
- ▶ organising discounted energy-saving items through local suppliers.

Example**Discussing change with families**

An educator organises an evening with a guest speaker to raise the issue of reducing carbon emissions at the service.

She advertises it with the following notice.

Cutting your energy bills:**A talk by Bernie Jones from the EPA****Supper provided**

The topic and speaker are designed to spark the parents' interest and encourage them to attend.

After a brief presentation and an opportunity for parents to ask questions, the educator explains that the service is undertaking a program to reduce its carbon footprint.

An outline of the management plan is presented. The parents are then divided into small groups to brainstorm how they might become involved. The results are shared and they devise a plan to get started.



Topic 4

In this topic you will learn about:

4A Reviewing service philosophy, policies and procedures

4B Implementing changes with stakeholders

Embedding sustainability into service policies and procedures

Sustainability is not about simply adding some environmental awareness activities to the program. It needs to be incorporated into the organisation's culture to ensure that changes occur. This can be achieved through embedding sustainability practices in the service philosophy, policies and procedures.

4A Reviewing service philosophy, policies and procedures

One of the responsibilities of an educator in a supervisory or coordinating role is to regularly review the service's philosophy, policies and procedures in relation to sustainable practices. Most services have a sustainability policy that identifies ways to reduce waste, conserve power and encourage recycling. These measures must be continually monitored and evaluated to ensure that sustainability practices are embedded in the organisation's policies and procedures.

Watch this video about being involved in the development of policies and procedures.



Checking the service philosophy

The philosophy is a statement of values and beliefs. The values expressed in the organisational philosophy must be reflected in the organisation's policies, procedures and practices. Policies and procedures provide the framework for translating the philosophy into practice.

A service's values and beliefs about sustainability, as expressed in the service philosophy, may say something like:

'The service values and respects the natural environment and recognises its responsibility to develop, implement and model environmentally sustainable practices that foster in children an ongoing appreciation and commitment to care for the world in which they live.'

Ideally there should be a direct relationship between the philosophy, policies, procedures and practices of an organisation.



Translating philosophy into practice

Philosophy	States what you value; for example, the natural environment.
Policy	States your goals; for example, to foster an appreciation of the natural environment.
Procedures	Describes your aims and the way things are done; for example, to provide natural flora in the environment.
Practices	Describes how you will do it and the strategies for doing so; for example, planting seeds, and using rocks and logs for outdoor play.

The natural environment			
Policy	Procedures	Practices	Yes/No
Develop and implement programs that nurture children's appreciation of the natural environment.	Provide an environment that has a variety of flora and fauna, provides for the children's sensory awareness and promotes the appreciation of natural materials.	Plant native plants in the garden.	Yes
		Plant a variety of native grasses.	Yes
		Existing materials are a mix of man-made and natural; for example, wooden playground equipment or pebble paths.	No, could improve

Types of evaluation

There are two main types of evaluation that can be used in an education and care setting.

Quantitative evaluation

Quantitative observations are made using specific tools or measurements. The results can be measured or counted, and any other people assessing the same situation will obtain the same results.

Examples of quantitative evaluations are:

- ▶ calculating the usage of resources by looking at bills or invoices
- ▶ auditing accounts, suppliers or waste management systems
- ▶ recording the number of community or parent meetings
- ▶ recording the number of people who attend meetings or events
- ▶ recording the number of outings.

Qualitative evaluation

Qualitative evaluation is more subjective. This type of evaluation is based on the senses and might look at what, how or why something happened.

Examples of qualitative evaluations can include records of:

- ▶ learning goals
- ▶ observations
- ▶ what was raised in a discussion
- ▶ feedback from interviews, questionnaires or incidental conversations
- ▶ opinions and comments
- ▶ people's willingness and ability to participate in a practice.

Review findings		Possible changes	
Practices	Policy	Procedures	Practices
Cleaning products were not biodegradable and in some cases were toxic, polluting and not in recyclable packaging. The review revealed that there were no policies or procedures to address the sustainability of the service's cleaning practices.	Development needed	Development needed	Development needed
Electricity consumption has not been reduced.	Reducing the organisation's carbon footprint	Development needed	Development needed

Example

Presenting evidence for change

Heather, an educator, asks the children to make a wish about what they would like to have in the service. She records a video of this on a tablet. The results are collated to make a list of wishes.

Most of the children wish for a pet. The service has no policy or procedures for pets. Heather knows that keeping a pet could be a good learning experience, but that policies and procedures need to be identified so that practices can be developed. Heather reviews the organisation's sustainability policy and finds that keeping a pet may be incorporated into the policy to 'promote an appreciation for nature'.

To present this area of possible change to the educators for discussion, Heather prepares the following table, which is presented with the video of the children's wishes.

Review findings	Possible changes		
Practices	Policy	Procedures	Practices
The children report that they would like to have a pet in the service.	Promoting an appreciation for nature	Developing responsibility	<ul style="list-style-type: none"> ▶ Involving children in decision-making ▶ Taking responsibility for tasks ▶ Ensuring the animal's safety
		Learning about animals' needs	<ul style="list-style-type: none"> ▶ Reading stories and watching DVDs ▶ Visit to children's farm, zoo or pet shop ▶ Guest to visit with animals and talk about their needs
		Caring for an animal	<ul style="list-style-type: none"> ▶ Providing housing and food ▶ Safe play and affection ▶ Cleaning and grooming

Identifying stakeholders

In this context, a stakeholder is anybody who can affect or be affected by the potential change. They can be internal or external.

Some of your stakeholders may include:

- ▶ educators
- ▶ cleaners
- ▶ parents
- ▶ parent or management committees
- ▶ community members or organisations
- ▶ suppliers.

Within all of these groups there will be social diversity. Be mindful of this in any of your communications to ensure the program is inclusive and respectful. Factors to consider may include:

- ▶ gender
- ▶ age
- ▶ ethnicity or cultural background
- ▶ religion
- ▶ socioeconomic group
- ▶ education level
- ▶ work experience
- ▶ values.

Including stakeholders

One of your most challenging tasks involves changing attitudes and behaviours. It is almost impossible to change people's attitudes if they do not understand the reasons for the change and accept some responsibility. For this reason, it is essential to engage stakeholders through a process of consultation and democratic decision-making.

Being involved in developing change promotes a sense of ownership and empowerment, and can reduce resistance. For example, parents and staff may feel more committed to change if you allow them to think of the sustainable alternatives they would like to implement in the service.

Strategies

The process of including stakeholders in change requires a range of strategies.

You can inform people of any planned changes and invite them to participate in a consultation process. You could do this by using:

- ▶ noticeboards
- ▶ information nights
- ▶ parent newsletters
- ▶ local papers
- ▶ staff or management meetings
- ▶ seminars and workshops.

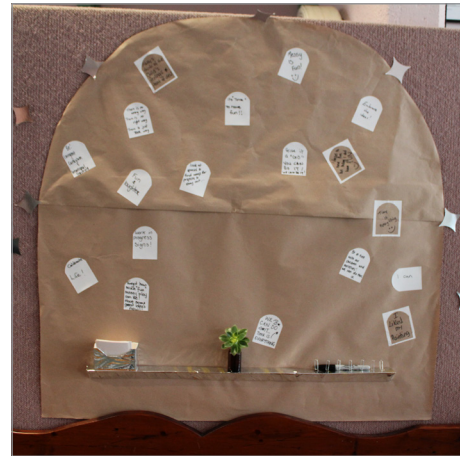
Use a method suitable for the skills, roles and ages of the stakeholders. For example, staff may be more actively involved in meetings to develop policies and procedures. Communication with parents and community organisations may need to be less formal, such as through information nights, workshops, a brief newsletter, a poster on display in the service or an article in the local paper. For children, stimulating problem-solving discussions can be based on drawings, stories, videos and photos.

Methods

There is a range of methods that can be used to facilitate the change process. These might help all stakeholders to present their ideas, brainstorm new ideas or begin to implement a change. They will encourage participation and allow people to feel involved.

Some ideas include:

- ▶ providing sustainability education
- ▶ going on outings to visit other services to see their programs and gather ideas
- ▶ forming project teams involving concerned people eager to implement change
- ▶ consulting with parents or community members to participate as experts
- ▶ having demonstrations or talks
- ▶ holding movie nights
- ▶ conducting research to develop reports
- ▶ adopting a trial period for proposed changes
- ▶ brainstorming
- ▶ identifying and discussing advantages and disadvantages
- ▶ holding question and answer sessions
- ▶ holding group meetings to provide opportunities for the free expression of concerns and a range of views from parents, staff and the wider community
- ▶ negotiating a consensus
- ▶ collective problem-solving
- ▶ providing flexibility and a willingness to adjust strategies.



Finalising changes

Change should be a regular process. Some innovations are simple, while others involve a long-term attitude adjustment. In either case, small steps need to be taken to make adjustments as changes are implemented. People also need an indication of how the process is going and what has been achieved.

While the ongoing process of development is essential, changes need to be finalised and embedded into the organisation's policy, procedures and practices in order to be clearly acknowledged and adopted.

An action plan provides a clear framework for change. It describes the steps involved in the process and specifies how the change will be finalised. A comprehensive action plan should consider the need for constant checkpoints and feedback. It will also involve stakeholders in its implementation. Priorities, tasks, roles and time lines must be assigned. Strategies to monitor the change process must also be devised.

6. Create an action plan using a table similar to the following.

Aim:		
Actions	Person responsible	Monitoring checkpoints

Summary

- ▶ To be effective and ongoing, sustainability needs to be embedded in the organisation's philosophy, policy, procedures and practices.
- ▶ A service's philosophy, policy and procedures need to be checked regularly to ensure they are current and reflect the service's practices.
- ▶ Policies and procedures must be evaluated together with the outcomes of current sustainability practices to identify areas where change may be required.
- ▶ You may have to make changes to align the service's philosophy, policies and procedures more appropriately with current sustainability legislation, sustainability practices the service wishes to introduce, or to address changes in the service. To be able to do this, data collected must be collated, analysed and reported.
- ▶ It is essential to engage stakeholders in the process of consultation and democratic decision-making to decide what changes will be made.
- ▶ For changes to be clearly recognised and adopted, they need to be formalised and embedded in the organisation's policy, procedures and practices. An action plan provides a clear framework for a change to be finalised once it has been formulated.

Part B

Focus on the potential change you identified and think about how it could be implemented.

- 1. Use the area of potential change recommended and develop an action plan for implementing the change. Use the following table or similar to record details of the action plan.

Aim:		
Actions	Person responsible	Monitoring checkpoints

- 2. Explain how you would implement the change into the service.
 - a. Describe what strategies you would use to involve various stakeholders.

- b. Describe how you would finalise the change after agreement with the appropriate stakeholders was reached.