

Establishing a Nature Play Service

WVELC MODEL

Exceeding Themes

98

National Quality Standard and Assessment and Rating | National Quality Standard

The Model Woden followed to embed a Nature Pedagogy program can be found on page 98 of the National Quality standards.

But these are exceeding themes, when all the research and recommendations of the IPCC, UNCRC and especially the recommendations of the Special Rapporteur (in regard to the right to enjoy a Safe, Clean, Healthy Environment 2018) tell me that if we are going to have children's participation in contributing to the communities' broader sustainability goals, these exceeding should be reclassified as MEETING.



Environmental, Economic & Social Sustainability

WVELC MODEL

NOT FOR PROFIT

All money goes back into the service

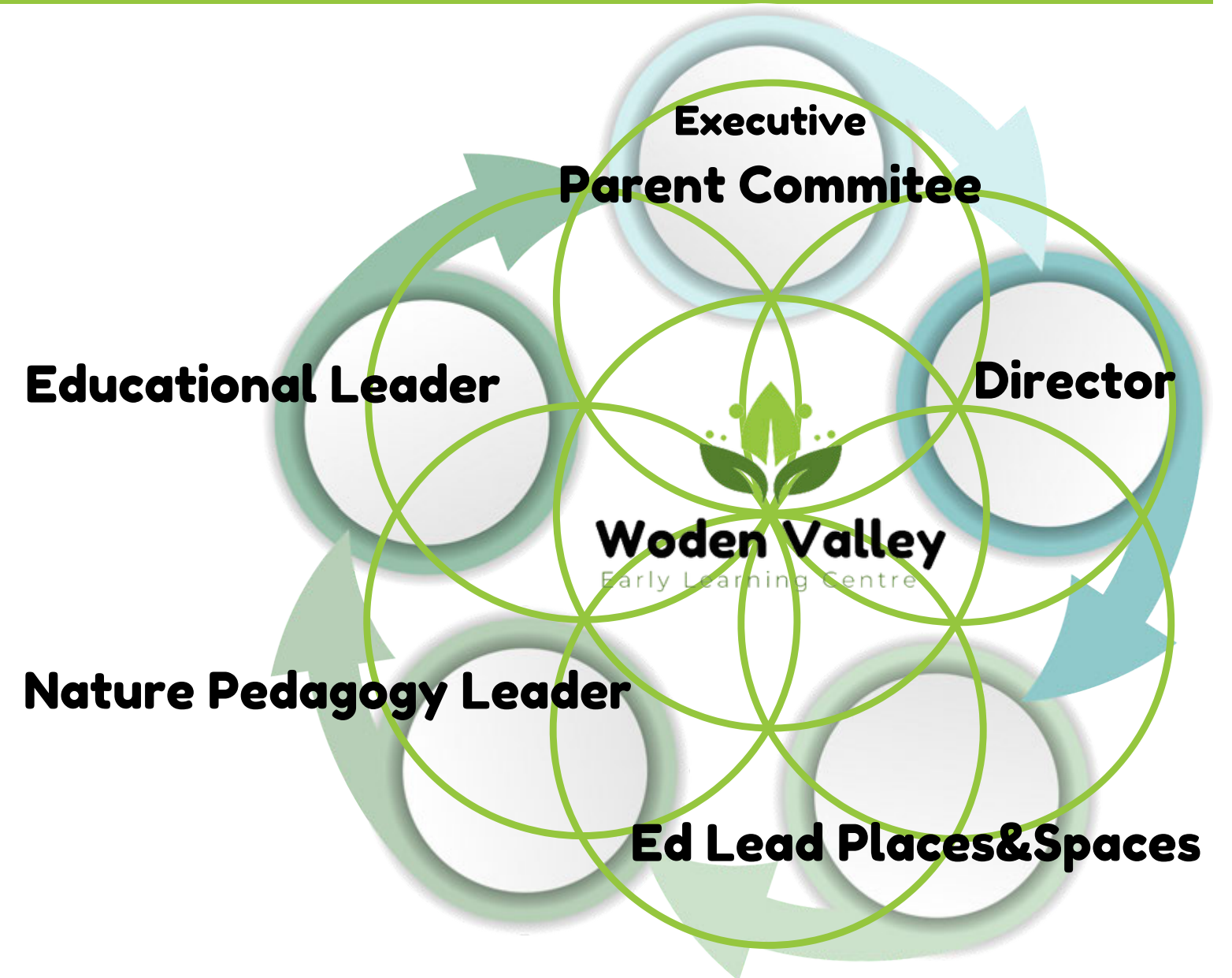
Each generation benefits from the previous

We work above the ratio within the rooms

We have invested in 2 extra Pedagogy Leaders

**Nature Pedagogy Leader and
Pedagogical leader 'Places and Spaces'**

The Land, Animals and People contribute to wellbeing



The Support of the Nature Pedagogy Leader

What could be the benefits of a Nature Pedagogy Leader?

Your educators will be able to learn any gaps in their knowledge- with the children.

You will be ensuring that children experience the wellbeing that comes with caring for the land, the animals and the people.

What else?



NOURISHED BY OUR EFFORTS



One of the pathways to well being is to be nourished by our efforts.

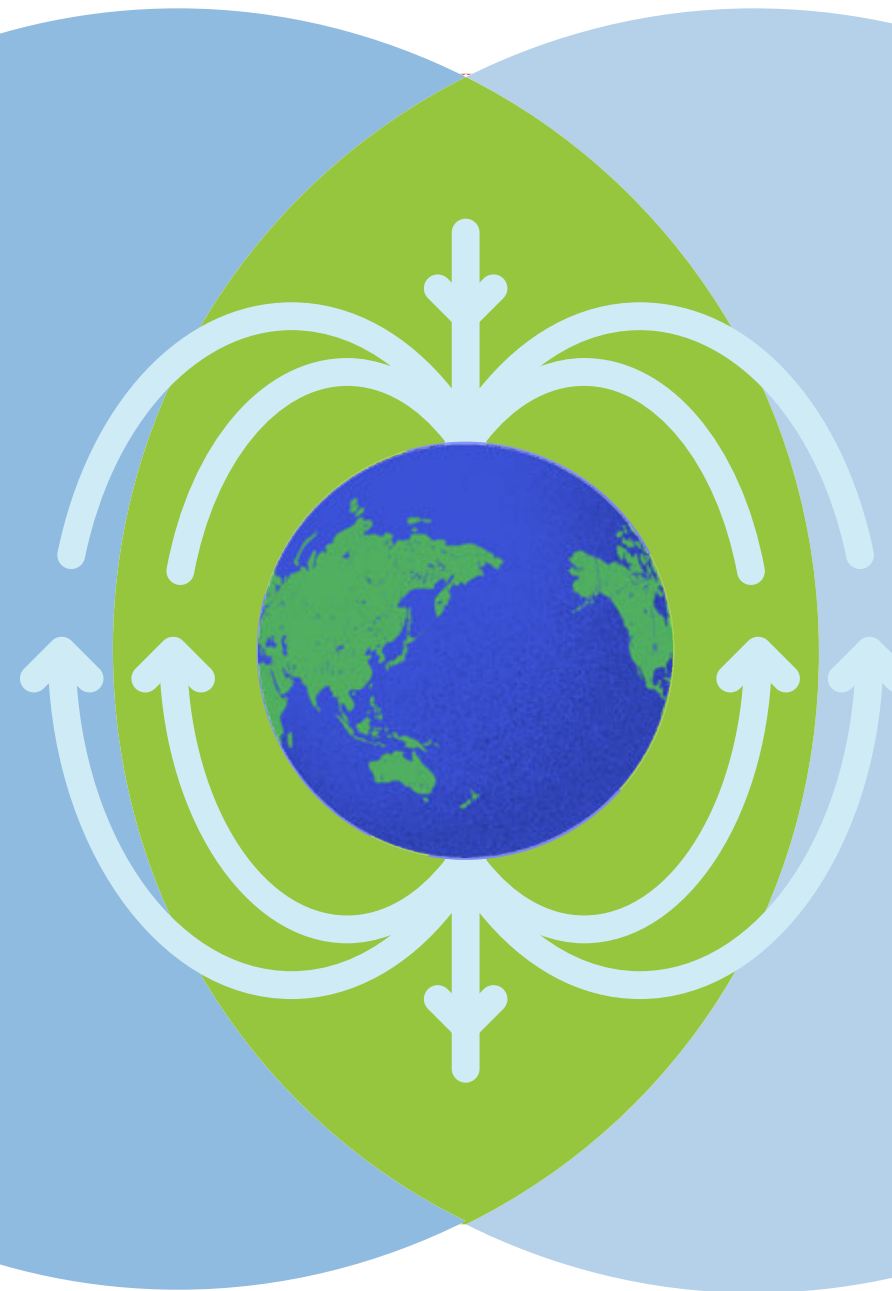
To experience finding and sharing food is primal.

It feels good to have to have a plan come together.

It strengthens belonging and helps us feel excited about the future not to mention children grazing on healthy fruit and vegetables of their choice.

Fit for purpose

Advancing the case for Nature Pedagogy leading quality practice



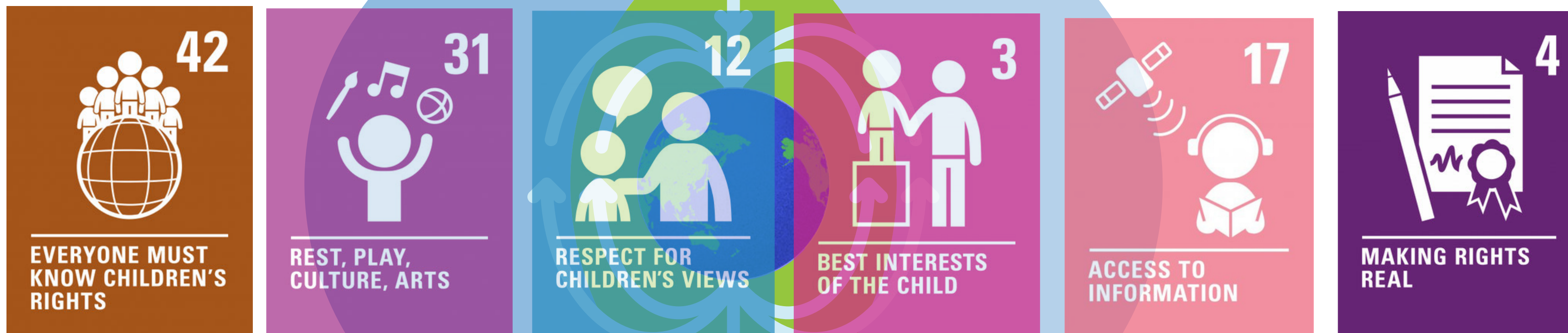
As children will be inheriting climate change consequences, it is an ethical imperative that we provide them opportunities to develop an understanding of how to connect with nature and to come up with sustainable solutions.

Fit for purpose

Advancing the case for Nature Pedagogy leading quality practice

Our educational obligations to children are to make sure they have access to spaces, resources and expertise so they can...
"enjoy the world and strengthen their capacity to respond to environmental challenges"

Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment-



**Who controls the spaces, resources and expertise?
What does the chain of responsibility look like?**



General Comment No. 26
Child rights, environment and climate change

Until February 2023, the United Nations Committee on the Rights of the Child will host a series of offline and online consultations and workshops with the global community, including specific consultations with children and young people, to inform the General Comment launching in 2023.

In the absence of a feedback tool for children aged birth-5 yrs the Nature Pedagogy Leader at Woden Valley ELC has created this survey.

ACCESS TO NATURE SURVEY

Children (birth to five years) consultation & opinion tool

Name Age Service

The aim of this survey is to identify and remove barriers that children face to access the full enjoyment of their human rights by giving them a way to have their opinion on the environment documented and submitted to the United Nations.



"No age group is more vulnerable to lack of environmental education via direct access to nature than children in Early Learning Settings". -Gabby Millgate Nature Pedagogy Leader WVELC

Exposure to nature also has beneficial effects on mental health, but many children, especially in urban settings, have little or no contact with the natural environment.

-from the Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment 2018

We've created an Access to Nature Assessment tool that you can conduct with the children so you can inform your QIP. We created it because there was no way for children birth to five to contribute to a United Nations invitation (Comment 26) to all children to contribute their opinions on the environment. NOV 2022-FEB 2023



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 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>
 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	<p>WHY PARTICIPATE IN THIS SURVEY?</p> <p>The Convention on the Rights of the Child requires States parties to "<i>assure</i> to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child" (art. 12).</p>	

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**Scan the QR code to download
 the Access to Nature Survey**

**Findings from the Second Phase
of Consultations with
Children and Young People
for General Comment No.26**

June 2023



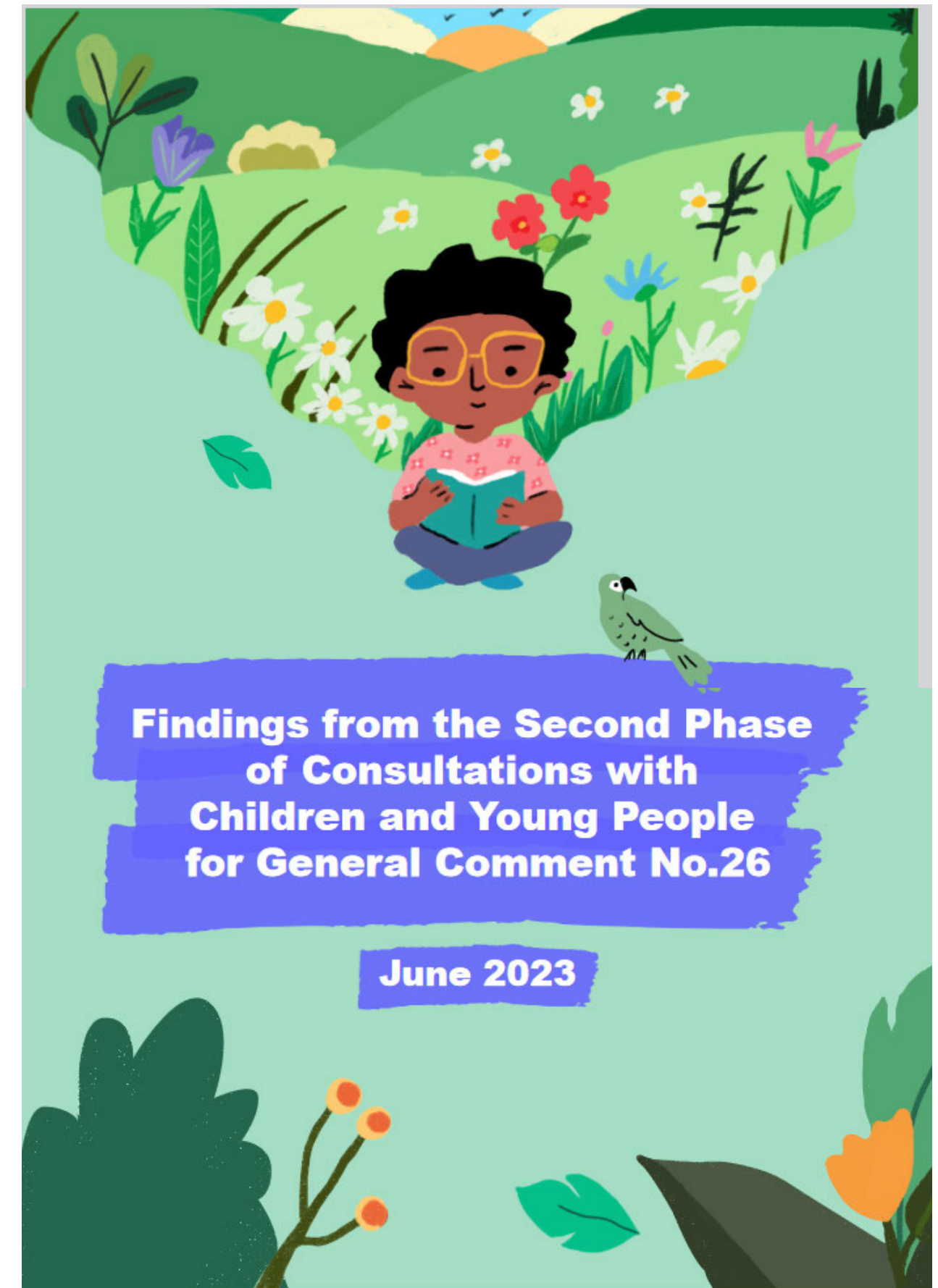
*Children indicated that education on climate change and the environment should become a compulsory, stand-alone topic, structurally **integrated in the school curriculum from early years.***

Children should be involved in the development of curriculum and pedagogy. Active, hands-on, play-based, participatory and peer-learning teaching practices are key to ensuring children learn to embed environmentally friendly practices in their everyday life, which will in turn help further sensitise adults towards the issue.

Schools should also help children experience and connect with nature and engage the entire community, while also fostering traditional practices, sports or activities which promote respect for the environment

Nonetheless, children highlighted that schools often fall short in these tasks: teachers are sometimes not trained enough; ...and the topic is not given the same weight as other subjects.

... Teaching should have a caring, hopeful and compassionate approach to address eco-anxiety.



In addition, schools should also teach children the root causes of climate change, focusing on the role that colonialism and capitalism have played, and help children reflect on the unequal ways in which groups and countries are causing climate change and are impacted by it.



Right to participation

"Anything for us without us is against us." (Boy, 17 years old Malawi)

Children often referred to the concept of intergenerational equity (using their own words): they insisted that matters related to environmental degradation and climate change does, and will continue to, impact children more than adults, as children will inhabit the planet for longer. Many of them underlined the myopia of adults both in official and non-official roles when not taking measures to counteract the current situation and to take the health of the environment seriously.

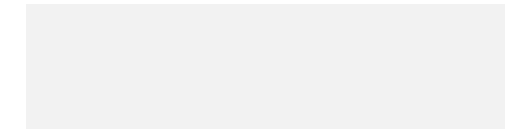
"We must create a space to have a conversation between the young people and the government. This space does not currently exist."

(Girl, 12 years old, Lebanon)



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Department of Economic and Social Affairs
Sustainable Development



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Goals

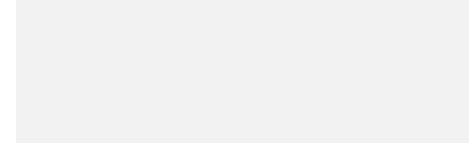
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**Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for
all**



United Nations

Department of Economic and Social Affairs
Sustainable Development



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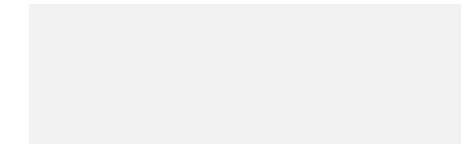
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Make cities and human settlements inclusive, safe, resilient and sustainable



United Nations

Department of Economic and Social Affairs
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Goals

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Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



What are the obstacles for children accessing NATURE in your service?

Survey from a workshop on facilitating children's access to nature



Agree or disagree?

Transitioning to a nature play based ELEC service should be seriously considered as part of the community's broader sustainability goals.

Gabby Millgate CECA Presentation Notes 2023



Agree or Disagree?

Investing in Nature Pedagogy transition strategies for ELEC services would be an investment in solving our current ecological challenges, by increasing the number of children who are ecologically literate and confident on Country.

Gabby Millgate CECA Presentation Notes 2023

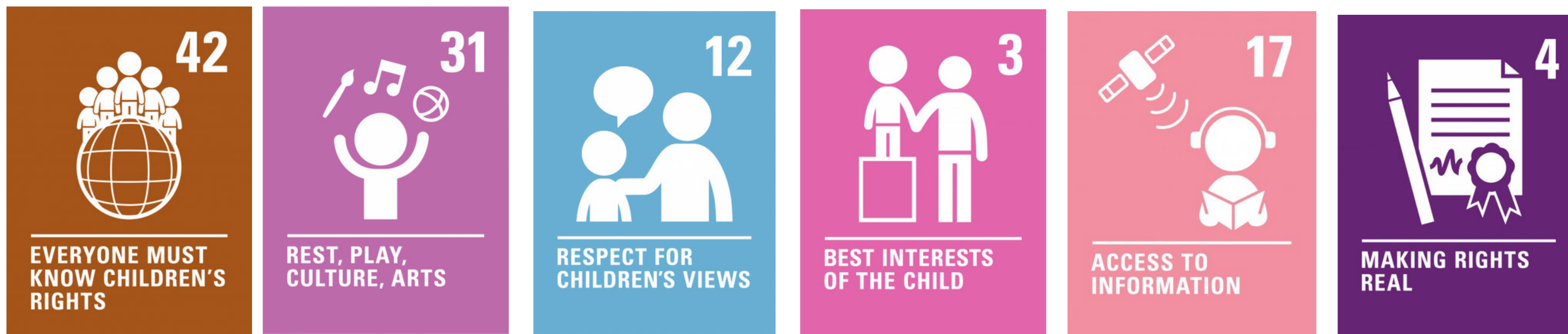
Agree or Disagree?

With 90% of brain development happening by the time a child is five, the impact of early learning environments will impact how children connect and contribute to their world for their whole lives.

Gabby Millgate CECA Presentation Notes 2023

Fit for purpose

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**Early Years Strategy
submission 2023**

*“As a country, we spend most of our time and money on ‘late reaction’ policies, tinkering around the edges with the symptoms rather than **addressing the underlying causes of harm and risks to child health, development, learning and wellbeing.** We need to invest in evidence-informed prevention and early intervention, **addressing the root causes of complex risks and needs, rather than only reacting to harms later.**”*

We need to act much earlier and upstream to redesign these basic systems of support. Currently children’s policy is widely dispersed across numerous Commonwealth portfolios, and lacks co-ordination and accountability.”

**Anne Hollonds
National Children's Commissioner**

[Link to submission](#)



**“When a system is far from
equilibrium,
small islands of coherence have
the capacity
to shift the entire system”**

Complexity scientist Ilya Prigogine



Woden Valley
Early Learning Centre