

QECSN Strategic Plan 2014 - 2016

| Aims | Strengths | Challenges | Possibilities | Actions/plans & outcomes | Indicators & Evaluation |
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| <p>1. Provide a network of support in Early Childhood Education for Sustainability (ECEfS) throughout the state for the many individuals, groups and organisations working with young children (Social / Political)</p> | <p>As a committee we have a diverse range of backgrounds, memberships and working contexts to develop networks and contacts within the Early Childhood Industry</p> <p>We have a strong basis through incorporation for advocacy in ECEfS</p> | <p>Time constraints associated with volunteer capacity of committee</p> <p>We have a small working committee</p> <p>Limited funding opportunities</p> <p>Limitations of a volunteer organisation</p> <p>We are still a relatively small organization building our professional credibility</p> | <p>Continue strengthening contacts and partnerships with other sustainability network groups and early childhood network groups</p> <p>Produce cost effective resources that have the potential to bring in income and develop interest in QECSN</p> <p>Continue to be proactive in tapping into community events and conferences to develop exposure and membership</p> <p>Partnerships: Botanic Gardens, ACECQA and Office of Early Childhood Education</p> | <p>Reorganize the email through website</p> <p>Ensure that the first point of contact, the website is up to date, has helpful links and information and invites interest and participation</p> <p>Find funding opportunities for resources and projects that will support the running and continued development of the organisation in a sustainable manner.</p> <p>Continue to strengthen QECSN's alliance to develop partnerships and the increase exposure.</p> <p>Expand sustainable marketing materials to assist promotion of QECSN.</p> <p>Re-Establish a project officer role to assist</p> | <p>Online presence is regularly updated and reviewed to ensure that information is current and is inviting interest and participation</p> <p>A discussion forum/ blog has been established and is actively logged onto and facilitated by committee members.</p> <p>Members actively participate in discussion forum.</p> <p>Newsletter is produced and emailed out to members quarterly</p> <p>Grant applications are successful in securing funding for QECSN resources, projects and a Project Officer</p> <p>QECSN is a member of</p> |

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| | | | <p>and Care, AAEE, ECTA, C&K, Northey Street Community Garden, City Councils, Indigiscapes, Environmental Education Centres/ sites etc.</p> <p>Enlist support of like-minded politicians and local government.</p> | <p>volunteer committee.</p> | <p>peak education for sustainability organisations and early childhood network groups</p> <p>Successful partnerships have been made with peak ECE organisations – joint projects have been conducted</p> <p>Use of marketing materials is assisting the expansion of QECSN</p> <p>Members receive a Quarterly Newsletter</p> <p>QECSN will have meetings with politicians and community organisations</p> |
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| <p>2. Provide professional development opportunities in Early Childhood Education for Sustainability (ECEfS) (Political - Advocacy)</p> | <p>QECSN can facilitate and organise workshops and professional development</p> <p>Members can host workshops, professional development days and network meetings at their services.</p> <p>QECSN's links to professional speakers, Alliance of Sustainable ECE's and a broad range of members' knowledge and interests is expanding.</p> | <p>Access to suitable PD venues and IT to support speakers to implement workshops (data projector, laptop, etc) can be difficult.</p> <p>Time – rely on volunteers to organise and host PD</p> <p>Resources- IT, printing facilities, etc</p> <p>Providing PD and support for members from remote regions</p> | <p>Develop our own cost effective and empowering resources with the possibility to generate an income for PD.</p> <p>Assist in the develop of regional network groups where practitioners can meet locally, hosted and facilitated by local QECSN members, committee members and invited guests</p> <p>Ask members to tap into local sustainability community groups and parents who will speak at network group meetings on sustainable practices, initiatives, etc</p> | <p>Develop, produce and distribute sustainable resources through online capabilities</p> <p>Facilitate annual Professional Development Day</p> <p>Explore possibilities of members' knowledge, interests and capabilities through engaging an action research questionnaire such as Survey Monkey.</p> <p>Provide a professional development calendar that includes workshops, network workshops and PD days.</p> <p>Continue active links with university academics (Sue Elliott, Julie Davis, etc) – to maintain contact with current early childhood sustainability research</p> | <p>Resources have been produced and generate an income for QECSN</p> <p>Dynamic and engaging PD days are planned and undertaken with the support of the early childhood community.</p> <p>An annual QECSN professional development calendar is designed and implemented</p> <p>Network groups are established and meet regularly with the support of invited speakers, local QECSN members and other early childhood practitioners.</p> <p>Current research and sustainability initiatives are presented to members through network groups, website links, professional</p> |

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| | <p>QECSN is well positioned to respond to ACECQA and NQF requirements and respond to industry needs in ECEfS.</p> | | <p>Make contact with universities and elicit interest of research students who are investigating areas of education for sustainability to present their research findings at PD's, workshops and network meetings</p> | <p>initiatives</p> <p>Increase member involvement in PD sharing and networking.</p> <p>Strengthen the capacity of regional areas and members to hold their own network meetings and PD sessions.</p> | <p>development days and workshops</p> |
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| <p>3. Encourage sustainable practices in home and Early Childhood work environments (Social / Environment)</p> | <p>An understanding and appreciation of sustainable practices amongst the committee and members</p> <p>Majority of committee members are working or actively involved in the ECE industry.</p> | <p>Opportunities to find effective avenues and systems through which to disseminate information</p> <p>Encouraging and building a bigger and stronger committee to share the workload</p> | <p>Include practical tips in Newsletter for members to implement and share with families – such as green cleaning tips and lists of in season fruit and vegetables</p> <p>Invite speakers to present professional development</p> <p>Source information on the ecological footprint of children's services and upload on website and Newsletter</p> <p>Develop through website a project to promote sustainable practices and disseminate current research and practical ideas</p> | <p>A regular item in Quarterly Newsletter related to sustainable practices in home and work environments e.g. solving problems / encouraging members to share practical ideas on how they've solved sustainable issues.</p> <p>Stay current with research findings, sustainable practices and sustainable products</p> | <p>Every Newsletter contains practical tips on sustainable practices</p> <p>Website is updated with current research, practices and sustainable products</p> <p>PD is implemented in relation to sustainable practices in the home and work environments</p> |

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| <p>4. Advocate for ECEfS and influence policy development and legislation at all levels (Political)</p> | <p>The combined knowledge we have as a committee and members.</p> <p>Early childhood education and issues related to sustainability are currently on the Federal Government agenda (NQF / NQS)</p> | <p>Time constraints associated with volunteer capacity of committee</p> <p>Meetings with Minister / Government representatives</p> <p>Funding for a Project Officer</p> | <p>Challenge and advocate for ECEfS with ECE peak bodies, government and local government organisations.</p> <p>Strengthen and maintain alliance and collaboration with Efs colleagues.</p> | <p>Write/ approach local council and local government representatives when issues arise that we wish to voice our concern as advocates for early childhood education and education for sustainability</p> <p>Continue to be a proactive voice for young children by developing an awareness in those at policy level that children are powerful, active citizens</p> | <p>Meetings have been held with ECE peak bodies, Ministers (Federal and State) and local councils</p> <p>QECSN has responded to ECE peak bodies, Federal, State and Local Government initiatives and policy in relation to early childhood education for sustainability</p> |

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| <p>5. Inform and promote sustainability in the design and content of Early Childhood adult education programs (Political / Social)</p> | <p>Julie Davis QECSN patron is recognised internationally in ECEfS</p> <p>Committee members have contacts within a variety of Early Childhood adult education programs and institutions</p> <p>Our committee and members have a growing depth of knowledge (expertise) at an academic level to inform course design.</p> | <p>Ability, time and access to current research and information on EfS to actively inform our practices and processes</p> | <p>Collaborate with peak bodies in ECE to inform, network and stay in-touch with the state-of-play of Certificate III, Diploma, Undergraduate and Postgraduate ECE coursework and research</p> | <p>QECSN to contact and seek ways to network and stay in-touch with the state-of-play of Certificate III, Diploma, Undergraduate and Postgraduate ECE coursework and research</p> | <p>Have remained engaged in tertiary content in relation to education for sustainability</p> <p>QECSN has been acknowledged as an active advocate for ECEfS</p> |

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| <p>6. Develop a recognition for children as active citizens who are responsible for the present and future sustainability of the world (Political - Advocacy)</p> | <p>The committee has a strong belief in the rights of the child and view children as active citizens who have the power to influence and enact positive change</p> | <p>Change the perception of practitioners and the community to recognise that young children are active citizens who are responsible for the present and future sustainability of the world</p> | <p>Use the Newsletter and website as an avenue to share documentation/ case studies of projects that children have undertaken demonstrating active citizenship</p> <p>Encourage members to share and celebrate examples of children as active citizens from their programs through submitting to the Newsletter and presenting at Network Meetings and Professional Development Days</p> <p>Create publications and submit articles to journals and media outlets that are evidence of and</p> | <p>Invite QECSN members to share documentation that supports the notion of children as active citizens</p> <p>Develop resources and submit articles to journals and publications that affirm and inform the appreciation of children as active citizens who are responsible for the present and future of the world</p> <p>Be an advocate in the area of sustainability for children as active citizens with the power to change behaviour of families and the community</p> | <p>Have shared documentation of children as active citizens in Newsletter and website</p> <p>Members have actively shared experiences through Newsletter submissions, network meetings, professional development presentations and involvement in research projects</p> <p>QECSN has published material that recognises and affirms children as active citizens</p> |

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| | | | <p>advocate for children as active citizens</p> <p>Encourage partnership with members and researchers to undertake (action) research projects that focus on children as active citizens</p> | | |
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| <p>7. Building QECSN's online presence in ECEfs</p> | <p>We have a platform – website, facebook.</p> <p>First point of contact with QECSN</p> | <p>Time factor, cost of provision, and effective management of website</p> <p>Difficult to update and be interactive.</p> | <p>Increased membership</p> <p>Active tool for advocacy in ECEfs and community awareness</p> <p>Engaging an action research questionnaire such as survey monkey to explore and tap into members' knowledge, interests and capabilities</p> | <p>Ensure that the first point of contact, the website is up to date, has helpful links and information and invites interest and participation</p> <p>Create an image bank for the development of resources and access of workshop facilitators group – a members only blog/ discussion forum</p> <p>PD events – uploaded</p> | <p>Website is updated with correct QECSN information, email, membership form, links, photographs, PD save the date</p> <p>A blog is setup</p> <p>Increased membership and active engagement with online presence.</p> |

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| <p>8.Strengthening Membership</p> | <p>A diversity of ECE sectors is represented on the QECSN committee. This brings an understanding of each sector's managements and unique requirements to our EfS forum.</p> <p>Timely – educators are interested in ECEfS due to NQS requirements</p> <p>We are the only early childhood sustainability group in Qld</p> <p>QECSN is a growing presence in ECEfS at the moment</p> | <p>Limited membership benefits</p> <p>Potential members are spread across vast distances.</p> | <p>Strong network groups</p> <p>Maintain and collaborate with peak bodies in early childhood education to promote QECSN</p> | <p>Send letter through ECE networks inviting members to join</p> <p>Produce professional development resources (e.g. CD) for members</p> <p>Generate a Newsletter Quarterly that invites interest</p> <p>Invite services to host network group meetings</p> | <p>Invitation sent via email through network groups and interest in membership is developed</p> <p>Quarterly Newsletter generated</p> <p>Network group meetings hosted by members and held regularly</p> |

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| | Amalgamation and partnership with the Alliance for EfS | | | | |
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| <p>9. Maintain QECSN as a financially viable entity.</p> | <p>Growing membership base</p> <p>Established PD workshops</p> <p>Current interest within the ECE sector and EfS needs in NQS</p> | <p>Oversupply of PD opportunities through the ECE industry.</p> <p>Timing of PD opportunities</p> <p>Accurately identifying and responding to members needs.</p> | <p>Create a financially viable PD workshop day that will fund and support QECSN's objectives and aims.</p> <p>Seek funding or grants as required or available.</p> | <p>To base PD workshop costs on previous years finances and allow for future unknowns through delegate registration fees.</p> <p>A budgetary consideration for PD workshop needs to be current and a living document.</p> | <p>Surplus finances will allow for ongoing costs and financial commitments and aims of QECSN Inc.</p> |

Points of Interest noted throughout discussion on Strategic plan 2014 - 2016.

Economics of sustainability – look at the costs, buying power of centres and individuals, ethics.

Look at wording of network workshops sessions

Hands on, Practical.

Post card in person (members presenting) at network days where a service or people talk about what they have done or things they have tried etc. in ECEfS at their service or with their children.

This shows that we support and value their work and capabilities.

Committee actively find some individuals to begin this.

Newsletter articles in local newsletters.

Letters to the editor.

Add newspaper articles from local newsletters into our newsletter showing that children are advocates for the world and sustainability. What does it mean to advocate!

Call for articles from members about what the children have been doing.

Target the subject of advocacy with children at PD day. ie how do you advocate with children. – playground development, organising environments.