**Waste 2017 Abstract Submission**

**The case for kerbside waste education program in early childhood education and preschools.**

*My presentation is relevant to the following topic area(s).*

🞎 Circular economy 🞎 Overseas experiences

🞎 Collection (inc MUD’s, transient population areas) 🞎 Problem/Hazardous waste (inc asbestos, clinical &

🞎 Container Deposit Schemes medical, ocean plastics, paint, tyres etc)

🞎 Economics (inc business cases, data gathering, 🞎 Product Stewardship

monitoring performance) 🞎 Regional issues

🞎 Education (inc community engagement) 🞎 Recycling (inc CRC’s, collection)

🞎 E-Waste 🞎 Regulations and levies

🞎 Grants (outcomes and processes) 🞎 Social enterprise

🞎 Infrastructure (inc major waste grants, EfW, organics) 🞎 State based issues (eg. Fit for the Future NSW)

🞎 Innovative projects (case studies preferred) 🞎 Technology

🞎 Landfill (inc operations, regulations) 🞎 Tenders and contracts

🞎 Litter and/or illegal dumping (inc litter initiatives) 🞎 Other 🞎 Organics (inc collection, processing)

**Presenter information**

**Presenter name:** Sarah Grixti

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**Biography**

Sarah is Cleanaway’s kNOw Waste Program coordinator and education officer focussed on delivering all levels of Cleanaway’s highly successful kNOw waste™ Schools Education Program. Sarah has been part of the team developing and delivering the program to over 25,000 students since 2016. Sarah has a Bachelor of Science, in Molecular Science from Macquarie University and a Bachelor of Secondary Teaching from Charles Sturt University.

**Abstract Summary**

Kerbside waste and recycling education is frequently focussed on household residents and strategies developed ignore the needs of future generations of householders in the community. Schools based education has a long history of application to support household resident education strategies. The missing link in developing a cultural change in kerbside waste education stems from a focus on early childhood education.

In 2006 Cleanaway developed as part of the kNOw waste education program an early childhood and preschools based program to engage with their Council’s youngest residents. A decade after program development and through adherence to development of national quality sustainability frameworks for early childhood education, waste education for preschools is more relevant than ever and provides a considered aspect of delivering education for sustainability.

**Abstract**

The Early Years Learning Framework used in Australia is an international framework that includes sustainability outcomes as core. The Early Childhood Learning outcome supporting the case for provision of kerbside waste and recycling education in a preschool environment is,

“Children are connected with and contribute to their world- Children become socially responsible and show respect for the environment”.

In 2006, in response to an identified gap in municipal educational service delivery, Cleanaway developed the preschools program to form part of the kNOw waste education program. The kNOw Waste Program fulfils the need for environmental education within early learning centres and introduces sustainability concepts from an early age as well as supplying a corridor to current waste behaviours within the student’s household through ‘train the trainer’ and take home messaging.

The program is unique in introducing kerbside waste, recycling and sustainability to preschool aged children making use of fun and interactive lessons. A set of core modules with key outcomes is delivered at each lesson, which is also tailored to reflect the collections and processes used in the students’ council area. Childcare centres are extremely enthusiastic in education on waste and sustainability, this year the kNOw Waste Program celebrated its 150,000th student taught and continues to grow exponentially.

The presentation will cover our experiences attending and delivering the early childhood program at preschools in contracted Council areas and how the immediate surrounding neighbourhoods kerbside recycling contamination rates are impacted positively by program delivery.