

## Provocations

Reflect in and on practice to explore and connect how the 3 Pillars of Sustainability relate to:

- Every day life interactions
- Resources
- Planned activities
- The environment.

**Can you justify the connections? How?**

### Environmental Sustainability

How are children encouraged to care for the environment, natural spaces, plant life, and animals?

Are children given time and space to explore nature through authentic, sensory experiences?



### Economic Sustainability

How do children learn about, experience, and use money in your setting?

Are resources reused, repurposed, and valued to model responsible consumption?



### Socio-cultural Sustainability

How do children learn about, experience, and use money in your setting?

Are resources reused, repurposed, and valued to model responsible consumption?



#### Our aims:

*Share and promote information that illustrates how a graduate led workforce can engage with the United Nations Sustainable Development Goals (SDGs) so that graduate professionals and colleagues are proactive in campaigning for and implementing provision likely to lead to a more sustainable planet.*

#### Co-Vice Chairs:

Kerrie Lee, University of Hull

Dr. Angela Scollan, Middlesex University

#### Our members

Dr Karen E Barr, Sheffield Hallem;

Dr Pamela Calder, ECSDN Honorary President;

Dr Diane Boyd, University of Hull;

Diana Harris, University of Greenwich;

Dawn Jones, University of Wolverhampton;

Dr Sandra Lyndon, University of Chichester;

Dr Naomi McLeod, Liverpool John Moores University;

Dr Martin Needham, Manchester Metropolitan University;

Dr Emma Ransome, Birmingham City University;

Rachel Strisino, University of Warwick.

#### References:

Forest School Association. (2011). Forest School principles. Available at: <https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>

United Nation (2015) 2015 Sustainable Development Goals Available at: <https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>.

# Early Childhood Sustainability in Action



The ECSDN Sustainability Strategy Group supports the Sustainable Development Goals

# Background

In Paris 2015, the **shared blueprint for peace and prosperity for our planet** with its inhabitants (both human and non-human), was **adopted by all United Nations Member states**. At its centre are the **17 Sustainable Development Goals (SDGs)** which highlight the tasks ahead for the planet, now and in the future. The SDGs are ambitious and challenging aiming to:

- **End poverty**
- **Improve health and education for all lifelong learners**
- **Reduce societal inequalities**
- **Develop a sustainable economic growth**

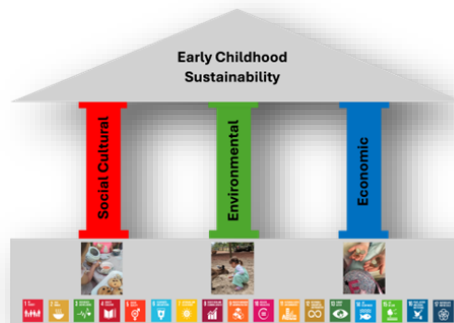
The goals **resonate strongly with the philosophies of early childhood pioneers**. Early years professionals have a **vital role to play as ecological advocates**, ensuring that young children develop empathy, respect, and responsibility for the world around them.

**The holistic and relational nature of the SDGs mirrors the pedagogy of early childhood education** where social justice, child voice, and sustainability are interconnected foundations for learning and life.

# The Three Pillars

The model recognises that sustainability is supported by **three interconnected pillars: environmental, economic, and social (or socio-cultural)**.

For sustainability to be meaningful and effective, **all three must be considered together**—not in isolation.



**Social (or Socio-cultural) Sustainability:** Supporting **inclusive, equitable, and culturally respectful communities** that uphold human rights and wellbeing for all.

**Environmental Sustainability:** Protecting and enhancing **the natural environment** for current and future generations

**Economical Sustainability:** Having the knowledge, skills, and attributes to make actions that support long-term economic well-being.

# Pedagogy

The outdoor philosophy and pedagogical approach connects to the 2nd and 6th Principle of the Forest School Association (2011) and **Environmental Sustainability**. Freedom to play and express with lots of time to explore are encouraged and role modelled throughout the day to reinforce friendships and intergenerational communication. The importance of listening, hearing and reacting to young children's expressions and self-determined choices are vital components of **Socio-cultural Sustainability**.  
**(Communications and Language)**.

Playful moments and authentic engagement with nature can enhance skills in the natural environment to promote ecological awareness impact and respect for intergenerational knowledge and sustainability (**Understanding the World**), important for Lifelong Learning. (**Personal Social and Emotional Development**).

**Please share examples of SDGs and Sustainability in practice to** [a.scollan@mdx.ac.uk](mailto:a.scollan@mdx.ac.uk) [kerrie.lee@hull.ac.uk](mailto:kerrie.lee@hull.ac.uk)

