



Australian Government

CHCECE025 Embed sustainable practices in service operations

Release: 2

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Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations.

This unit applies to work across a range of education and care service services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Develop a sustainability management plan

- 1.1 Identify aspects of sustainability in the service
- 1.2 Consider areas of potential change in all aspects of the service's delivery and environments
- 1.3 Ensure that nature, waste, energy and toxins have been considered
- 1.4 Identify areas where change can be instigated to enhance environmental sustainability and increase children's connection with nature, in consultation with children
- 1.5 Develop strategies to address these areas of change in consultation with children
- 1.6 Implement strategies and evaluate outcomes

ELEMENT**PERFORMANCE CRITERIA**

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2. Support children to develop an understanding and respect for the natural environment

- 2.1 Provide children with a wide range of natural and recycled materials in their indoor and outdoor environments
- 2.2 Create opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land
- 2.3 Role-model respect, care and appreciation for the natural and constructed environments
- 2.4 Share information and provide children with access to resources about the environment and the impact of human activities on environments
- 2.5 Create spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling
- 2.6 Encourage children to exchange thoughts and ideas about sustainable practice through intentional teaching, learning experiences and projects
- 2.7 Explore ethical dilemmas of waste disposal for sustainability with all stakeholders

3. Support others in implementing sustainable practice

- 3.1 Encourage children to participate in sustainable practice discussions and learning experiences
- 3.2 Engage with adults and children to encourage their participation in the service's sustainable practices

4. Embed sustainability into service policies and procedures

- 4.1 Review the service philosophy, policies and procedures in relation to sustainable practice
- 4.2 Identify areas of potential change in the service philosophy, policies and procedures
- 4.3 Discuss with stakeholders any identified areas of potential change
- 4.4 Finalise changes after agreement with appropriate stakeholders

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>