



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR302A Support sustainable practice

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the child care workplace to implement environmentally sustainable work practices

Application of the Unit

Application

This unit applies to work across a range of children services settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Support environment sustainable practices of the workplace | 1.1 Identify <i>aspects of sustainability</i> in the workplace
1.2 Consider potential for change in <i>aspects of the organisation environment</i>
1.3 Identify areas where change could be instigated to enhance environmental sustainability |
| 2. Support others in implementing sustainable practices | 2.1 Encourage children to participate in sustainable practices discussion, modelling and experiences
2.2 Encourage adults and children to participate in sustainable practices of the service |
| 3. Consider behavioural change for sustainability | 3.1 Identify strategies for children to connect with the <i>natural world in outdoor spaces</i>
3.2 Use waste, natural or recycled materials for improvised play experiences
3.3 Identify <i>waste management strategies</i>
3.4 Identify <i>water conservation strategies</i>
3.5 Identify safe and <i>sustainable cleaning practices</i> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Context of sustainable development and sustainability, including definitions of sustainability
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Sustainable practices in:
 - waste management
 - water use
- Cleaning and maintenance and building, equipment and associated resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and apply environmental sustainability practices in the child care workplace

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Identify and support potential workplace changes to enhance environmental sustainability, including:
 - practices and systems
 - behavioural change

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment and community

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Aspects of sustainability may include:

- Environmental
- Social and
- Economic aspects

RANGE STATEMENT

Aspects of the organisation environment may include:

- Building and associated structural aspects
- Waste disposal practices
- Water conservation practices
- Maintenance and cleaning practices
- Use of waste, natural and/or recycled materials in programs
- Expressed values and role modelling behaviours

Natural world in outdoor spaces may include:

- Indigenous plants that attract native fauna and reflect changes seasons and climate
- Vegetable, herb or flower gardens and natural ground surfaces such as grass, rocks, and tanbark are provided
- Contact with animals on a regular basis with a focus on knowledge as well as fostering care and respect for all living creatures

Waste management strategies may include:

- Paper, plastic and metal recycling
- Composting
- Worm farming

Water conservation strategies may include:

- Installing water saving devices
- Water tanks
- Monitored and/or timed water use

Sustainable cleaning practices may include:

- Using biodegradable products
- Products labelled environment friendly
- Disposing of rubbish using recycling practices
- Limiting the amount of water used

Unit Sector(s)

Not Applicable