



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR515A Develop and implement a program to support sustainable practice

Release: 1

CHCPR515A Develop and implement a program to support sustainable practice

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to analyse the child care workplace in relation to environmental sustainability of work practices, to implement improvements and analyse their effectiveness

Application of the Unit

Application

This unit applies to work across a range of child care 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. Analyse environmental sustainability of child care workplace | 1.1 Identify <i>aspects of sustainability</i> to analyse the workplace
1.2 Review potential for change in <i>aspects of the child care environment</i>
1.3 Identify key areas where change could be instigated to enhance environmental sustainability |
| 2. Support behavioural change processes and the role they play in sustainability | 2.1 Encourage children to exchange thoughts and ideas about sustainable issues through guided discussion, projects and experiences
2.2 Explore <i>ethical dilemmas</i> of waste disposal and water conservation with all stakeholders
2.3 Encourage adults and children to participate in <i>sustainable practices</i> that integrate the service delivery systems |

ELEMENT**PERFORMANCE CRITERIA**

3. Design and implement a program to support behavioural change for sustainability

3.1 Explore strategies and opportunities to implement *sustainable building design* where possible

3.2 Apply strategies for children to connect with the *natural world in outdoor spaces*

3.3 Use waste, natural or recycled materials for improvised play experiences

3.4 Apply *waste management strategies* where possible

3.5 Apply *water conservation* strategies where possible

3.6 Use safe and *sustainable cleaning practices*

3.7 Guide children to understand the link between plants, animals and humans

4. Review the sustainability program

4.1 Evaluate the program outcomes on a regular basis

4.2 Involve the community, children and adults in evaluating the program

4.3 Document outcomes of the program and implement changes based on evaluation evidence

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:

- Historical context of sustainable development and sustainability, including definitions of sustainability and the impacts of historical world events
- Impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources, and biodiversity
- Intergenerational equity and equitable sharing of resources
- Barriers and drivers for behavioural change
- Awareness of the importance of community as a source of knowledge, skills and values
- Sustainable practices in:
 - waste management
 - water use
 - cleaning and maintenance and building, equipment and associated resources
- Awareness of sustainable building design to maximise the use of natural light/heating and cooling
- Human biology and the link between plants, animals and humans
- Awareness of strategies to increase children's experiences and understanding of animals and the natural environment
- Qualitative and quantitative evaluation processes for sustainability program

Essential skills:

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:

- Undertake an analysis of the environmental sustainability of the child care workplace
- Identify and support potential for workplace change to enhance environmental sustainability, including:

REQUIRED SKILLS AND KNOWLEDGE

- design (e.g. of building and resources)
- practices and systems
- behavioural change
- Design, implement and review a program to enhance environmental sustainability in the child care workplace
- Involve staff, children and the broader community in participating in and evaluating a program to enhance environmental sustainability

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- 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
- 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
 - 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
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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

Aspects of the child care 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

Ethical dilemmas in sustainability programs may include:

- Budget constraints
- Decision-making responsibility
- Health concerns related to reuse of some materials
- Parent/carer expectations may conflict with sustainable practices

Sustainable practices may include:

- Recycling materials
- Using environment friendly products in activities and cleaning
- Limiting the use of power and water
- Regeneration of natural environments where possible

RANGE STATEMENT

Sustainable building design may include:

- Use of recycled materials
- Integration of environment saving features, e.g. solar power
- Use of natural light and existing natural surrounds for shade and exploratory activities

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:

- Limiting water wast
- Using environment friendly products
- Disposing of waste with first consideration being to potential for recycling

Unit Sector(s)

Not Applicable