



Australian Government

Department of Education, Employment and Workplace Relations

TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

Release: 1

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Modification History

Version	Comments
TAESUS502A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and apply current sustainability education principles and practice to learning and teaching programs.

Application of the Unit

This unit typically applies to those involved in sustainability education. This unit is intended to provide a bridge into graduate VET programs in teaching practices for sustainability. Refer to accompanying documentation to TAE10 for currently available programs that recognise this unit of competence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<p>1. Identify effective learning and teaching principles and practices</p>	<p>1.1 <i>Explore effective learning and teaching pedagogies in education and training</i> 1.2 Identify and critique the criteria for effective learning 1.3 Analyse and document the relationship between effective learning and teaching and learner centred change 1.4 Explore the place of values and worldviews in VET 1.5 Document the nexus between effective learning and teaching and institutional policies and programs</p>
<p>2. Research development of current sustainability education principles and practice</p>	<p>2.1 Investigate historical development of <i>education about sustainability and education for sustainability</i> 2.2 Identify current and emerging <i>sustainability education principles and practices</i> 2.3 Evaluate current and emerging national and international sustainability education strategies for best practice 2.4 Investigate the relationship between effective learning and teaching and sustainability education and training 2.5 Articulate stages of embedding sustainability education into all learning and teaching programs</p>
<p>3. Apply current sustainability education principles and practice to learning program</p>	<p>3.1 Select and apply or develop learning and assessment materials utilising current best practice sustainability education principles and practice appropriate for the <i>training specification</i> and training context 3.2 Investigate synergies and challenges of <i>embedding sustainability education</i> into learning and teaching programs 3.3 Document customised program</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - analyse training specifications and determine appropriate application of sustainability education principles and practice
 - make judgements about the sustainability education application to training
- communication skills to:
 - communicate with other professionals about sustainability education requirements
 - liaise with personnel, including managers and supervisors, from the training and assessment organisation
 - analyse a wide range of documents
- research skills to explore, identify, critique and evaluate teaching and learning and sustainability education
- self-management and organisational skills to analyse and apply best practice sustainability education principles and practice to learning programs.

Required knowledge

- characteristics of EfS including:
 - systems thinking
 - critical and reflective thinking
 - interdisciplinarity and transdisciplinarity approaches
 - experiential learning and real life issues
 - reconnecting to sense of place
 - developing dialogue
 - space for emergence
 - learning for action
 - reflection on learning (reflexivity)
 - campus as curriculum
- definitions of sustainability education, including:
 - environmental education
 - education about sustainability
 - education for sustainability (EfS)
 - education for sustainable development (ESD)
- definitions of sustainability and different contexts in which a variety of definitions can be used
- international codes of practice for Education for Sustainability including:
 - UN Decade of Education for Sustainable Development (2005-2014)
 - Talloires Declaration
- principles and practices for effective learning and teaching, including:

- adult learning theory
- constructivism
- systems thinking
- critical thinking and practice
- participatory learning
- experiential learning
- student / learner centred learning
- multiple learning and teaching styles
- empowerment of the learner
- teacher as mentor and facilitator
- action research
- transformative and translational learning
- appreciative inquiry
- collaborative learning and co-inquiry
- problem based learning
- values education
- legislation, codes of practice and associated requirements including:
 - environmental legislation
 - equal employment opportunity legislation
 - privacy legislation
 - organisational requirements
- national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector including:
 - National Green Skills Agreement 2009
 - National Action Plan for Education for Sustainability 2009 (Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability)
 - Victorian Tertiary Education for Sustainability Strategy 2011
- training package contents, including industry-specific approaches to identifying sustainability skills within them
- ways of viewing EfS including:
 - the education we need to make the transition to a sustainable society
 - building people's capacity to innovate and implement solutions
 - what skills, knowledge, values and ethics we need for the transition ahead
 - what we need to know to live responsibly and within the means of nature
 - the learning processes and institutional processes we need to support transformative living
 - transformative learning that integrates learning for being, knowing and doing
 - transforming teaching practice to support change for sustainability and challenging and changing curriculum, pedagogy and assessment
 - empowering people of all ages to assume responsibility for creating a sustainable future.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: <ul style="list-style-type: none">• identify, analyse and document effective learning and teaching principles and practices from a wide range of sources• identify and evaluate best practice sustainability education principles, practices strategies from a wide range of sources (nationally and internationally) and document link with effective learning and teaching• document the relationship between effective learning and teaching and sustainability education• provide outlines of how best practice sustainability education principles and practice are to be incorporated into training and assessment approaches
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

<i>Effective learning and teaching pedagogies in education and training</i> refers to:	<ul style="list-style-type: none"> strategies, frameworks and tools that promote teaching and learning for transformational learning.
<i>Education about sustainability</i> refers to:	<ul style="list-style-type: none"> the scientific and technical knowledge about the biosphere and technologies that will support a sustainable future for the planet.
<i>Education for sustainability (EFS)</i> focuses on:	<ul style="list-style-type: none"> how to provide all learners with the knowledge and skills to assume responsibility for creating a sustainable future. EFS supports a shift in people's values and behaviours.
<i>Sustainability education principles and practice</i> refers to:	<ul style="list-style-type: none"> skills, knowledge and values that promote behaviour in support of a sustainable environment, society and economy.
<i>Training specification</i> may include:	<ul style="list-style-type: none"> training package units of competency learning outcomes from accredited courses with a vocational outcome non-accredited industry specific learning programs.
<i>Embedding sustainability education</i> refers to:	<ul style="list-style-type: none"> integrating (as opposed to adding on) principles and practices of education for sustainability into learning and teaching pedagogy.

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.