



Australian Government

CHCECE012 Support children to connect with their world

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	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. Significant changes to elements and performance criteria. New evidence requirements for assessment

Application

This unit describes the skills and knowledge required to support and encourage children's connection with their environment.

This unit applies to educators working in a range of education and care 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. Support children to develop an understanding and respect for the natural environment

1.1 Use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land

1.2 Role-model respect, care and appreciation for both natural and constructed environments

1.3 Assist in providing children with a wide range of

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natural and recycled materials in their environments both indoor and outdoor

1.4 Providing children with information and access to resources about the environment and the impact of human activities on environments

1.5 Assist in creating spaces that promote the development of life skills, in areas including growing and preparing food, waste reduction and recycling

2. Identify areas for change

2.1 Identify aspects of sustainability in the service

2.2 Recognise opportunities for changes to current practices and principles to ensure they are sustainable

2.3 Develop and implement strategies to address these areas of sustainable change in consultation with supervisor

2.4 Evaluate strategies in consultation with supervisor

3. Support others in implementing sustainable practices

3.1 Encourage children to participate in discussions and learning experiences about sustainable practices

3.2 Encourage adults and children to participate in the sustainable practices of the service

3.3 Identify and encourage opportunities for families and community to be involved

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 Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE012 Support children to connect with their world

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- supported practices that encourage children to connect to their environment on at least three occasions, including:
 - providing children with a wide range of natural and recycled materials
- identified and supported workplace procedures to enhance environmental sustainability, including:
 - identifying changes to cleaning and maintenance equipment and associated resources
 - identifying changes to practices and systems
- supported children and other adults to become environmentally responsible and show respect for the environment by:
 - facilitating sustainable practices discussions
 - modelling sustainable behaviours.

Knowledge Evidence

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 work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- context and application of sustainable development and sustainability within an education and care service children's services environment
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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