



Australian Government

CHCECE025 Embed sustainable practices in service operations

Release: 2

CHCECE025 Embed sustainable practices in service operations

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, including volume and frequency requirements.

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

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
	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
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

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

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 Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCECE025 Embed sustainable practices in service operations

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, including volume and frequency requirements.

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 at least once:

- supported sustainable practices within at least one education and care service, including:
 - undertaking an analysis of the environmental sustainability of the workplace
 - identifying and supporting potential for workplace change to enhance environmental sustainability
 - supporting children to develop respect for the natural environment
 - designing, implementing and reviewing a program to enhance environmental sustainability in the child care workplace
 - using a variety of strategies to involve colleagues, children, families and the broader community in participating in and evaluating a program to enhance environmental sustainability.

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
- importance of community as a source of knowledge, skills and values, including:
- barriers and drivers for behavioural change
- strategies to increase children's experiences and understanding of animals and the natural environment
- impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources and biodiversity
- qualitative and quantitative evaluation processes for sustainability program
- sustainable practices and sustainable strategies
- cleaning and maintenance, and building, equipment and associated resources
- organisation 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

Companion Volume implementation guides are found in VETNet -

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