



Australian Government

Assessment Requirements for CHCECE049 Embed environmental responsibility in service operations

Release: 1

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Modification History

Release 1. CHCECE049 Embed environmental responsibility in service operations supersedes and is not equivalent to CHCECE025 Embed sustainable practices in service operations.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- observe and document three examples of practices that demonstrate children's understanding of environmental responsibility
- design, implement and evaluate a plan to enhance two aspects of environmental responsibility for an education and care service, including:
 - researching contemporary practice relating to environmental responsibility
 - reviewing service operations in line with contemporary practices
 - consultation with stakeholders
 - identifying opportunities for improvement
 - documenting outcomes of implementation
 - sharing outcomes and evaluation of plan implementation with supervisor.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:
 - physical environment
- overview impacts of key global issues relating to the environment and their relationship to environmental practices at a local level
- relationship between human and animal activity and the environment
- the importance of supporting children to develop a sense of environmental responsibility
- importance of Aboriginal and/or Torres Strait Islander peoples' cultures and environmental responsibility.
- importance of community as a source of knowledge, skills and values
- environmental sustainability planning in a children's education and care context:
 - key areas of focus and associated sustainable practices:
 - biodiversity
 - curriculum
 - eco-friendly material usage

- eco-literacy for children
- energy
- water
- natural environment
- recycling
- toxins
- upcycling
- waste (including food waste)
- potential ethical dilemmas
- tools for identifying potential improvements
- models of best practice
- methods for developing the plan
- key stakeholders to involve in developing the plan:
 - children
 - families
 - service personnel
- ways of integrating environmental sustainability across all areas of practice
- qualitative and quantitative evaluation processes
- principles of change management:
 - barriers and drivers for behavioural change
 - sphere of influence
- strategies for improving children's experiences and understanding of the natural environment and skills for environmental sustainability:
 - growing and preparing food
 - recycling
 - waste reduction
 - reduction of water usage
 - reduction in energy usage
- critical reflection:
 - what is critical reflection
 - why and how educators use critical reflection
 - what makes for meaningful critical reflection
- service standards, policies and procedures for:
 - physical environment.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- performance evidence may be collected through authenticated third-party reports
- third-party reports must be supplemented by other forms of evidence

- interactions with children must be supervised by an approved early childhood educator

Skills related to design and evaluation may be demonstrated outside of the service, but the plan must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- information technology for documentation
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - physical environment
- adults for consultation activities
- children in a regulated children's education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' 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>