



Australian Government

TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Release: 1

TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

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

It applies to experienced practitioners responsible for the development and/or delivery of learning and assessment services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Sustainability practice

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify effective learning and teaching principles and practices	1.1 Explore effective learning and teaching pedagogies, in education and training 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 vocational education and training 1.5 Document the nexus between effective learning and teaching, and institutional policies and programs
2. Research development	2.1 Investigate the historical development of education regarding

ELEMENT	PERFORMANCE CRITERIA
of current sustainability education principles and practice	sustainability, and education for sustainability 2.2 Identify current and emerging sustainability education principles and practices 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
3. Apply current sustainability education principles and practice to learning program	3.1 Select and apply, or develop, learning and assessment materials utilising current best practice sustainability education principles, and practice appropriate for the training specification and training context 3.2 Investigate synergies and challenges of embedding sustainability education into learning and teaching programs 3.3 Document the customised program

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2	- Critically organises, evaluates and applies information from a range of sources - Interprets national and international strategy, and practice in relation to current and emerging trends, relevant to requirements - Analyses complex sources of information that present differing viewpoints in order to refine an approach
Writing	1.2, 1.3, 1.5, 2.5, 3.1, 3.3	- Documents relationships between information and complex ideas in a style appropriate to purpose and audience - Produces reports and synthesises using a language that is appropriate to the purpose and audience
Oral	1.1, 1.4, 2.2, 2.3,	Uses communication techniques to elicit information and explore ideas

Communication	2.4, 2.5, 3.2	•
Get the work done	1.1-1.5, 2.1-2.5, 3.1-3.3	- Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes - Researches, analyses and evaluates information, and uses findings to consider options for training and assessment practice

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	TAESUS502 Identify and apply current sustainability education principles and practice to learning programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAESUS502 Identify and apply current sustainability education principles and practice to learning programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- to identify, analyse and document, effective learning and teaching principles and practices from a wide range of sources
- to 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
- to document the relationship between effective learning and teaching, and sustainability education
- applying best practice sustainability education principles to at least one learning program documenting:
 - how the learning and assessment materials utilise current best practice
 - the synergies and challenges involved
 - the customised program.
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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the characteristics of Education for Sustainability (EfS) including:
 - systems thinking
 - critical and reflective thinking
 - inter-disciplinarily and trans-disciplinarily approaches
 - experiential learning and real-life issues
 - reconnecting to a sense of place

- developing dialogue
- space for emergence
- learning for action
- reflection on learning (reflexivity)
- the campus as curriculum
- the definitions of sustainability education, including:
 - environmental education
 - education about sustainability
 - EfS
 - Education for Sustainable Development (ESD)
- the definitions of sustainability, and the different contexts in which a variety of definitions can be used
- international codes of practice for Education for Sustainability including:
 - the United Nations Decade of Education for Sustainable Development (2005-2014)
 - the Talloires Declaration
- the 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
 - the 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
- the national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector, including:

- the National Green Skills Agreement 2009
- the National Action Plan for Education for Sustainability 2009 (Living Sustainably: the Australian Government's National Action Plan for Education for Sustainability)
- the 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 in order 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.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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