

<b>UNIT CODE</b>	CHCECE049
<b>UNIT TITLE</b>	Embed environmental responsibility in service operations
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a sustainability management plan and support children's environmental responsibility.</p> <p>This unit applies to educators who develop and implement practices according to established organisational policies in a regulated children's education and care service in Australia. Work is undertaken collaboratively according to the philosophy of the service and involves providing guidance to others.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Enhance children's environmental responsibility.	1.1. Develop innovative strategies that promote environmental responsibility in consultation with children. 1.2. Support children to take the lead in identifying practices that are environmentally responsible at the service. 1.3. Encourage children to exchange thoughts and ideas about environmental responsibility. 1.4. Ensure environmentally sustainable practices are embedded in daily practices of the service. 1.5. Encourage children to learn about Aboriginal and/or Torres Strait Islander peoples' environmental responsibility practices.
2. Promote environmental responsibility in the service.	2.1. Review the service philosophy, policies and procedures in relation to different aspects of environmental responsibility. 2.2. Consult with stakeholders to identify potential changes in the service philosophy, policies and procedures regarding environmental responsibility. 2.3. Contribute to the development of an environmental responsibility plan for the service, based on the review and consultation. 2.4. Develop strategies that encourage the participation of both adults and children in the service's sustainable practices. 2.5. Identify and include ways to evaluate improvements in environmental responsibility within the service.

3. Implement and evaluate environmental responsibility plan.	<p>3.1. Investigate how children and adults engage with the service's environmental responsibility plan.</p> <p>3.2. Encourage children to engage in environmentally responsible practices with families and the community outside the service.</p> <p>3.3. Seek feedback from children and adults about the service's practices.</p> <p>3.4. Use feedback and critical reflection to inform changes and improvements to plan.</p>
--------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret service philosophy, policies and procedures for environmental responsibility.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed questions and actively listen to seek information and confirm understanding.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>document sustainability plans using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is not equivalent to CHCECE025 Embed sustainable practices in service operations.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE049 Embed environmental responsibility in service operations
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• observe and document three examples of practices that demonstrate children’s understanding of environmental responsibility</li> <li>• design, implement and evaluate a plan to enhance two aspects of environmental responsibility for an education and care service, including: <ul style="list-style-type: none"> <li>◦ researching contemporary practice relating to environmental responsibility</li> <li>◦ reviewing service operations in line with contemporary practices</li> <li>◦ consultation with stakeholders</li> <li>◦ identifying opportunities for improvement</li> <li>◦ documenting outcomes of implementation</li> <li>◦ sharing outcomes and evaluation of plan implementation with supervisor.</li> </ul> </li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>◦ physical environment</li> </ul> </li> <li>• overview impacts of key global issues relating to the environment and their relationship to environmental practices at a local level</li> <li>• relationship between human and animal activity and the environment</li> <li>• the importance of supporting children to develop a sense of environmental responsibility</li> <li>• importance of Aboriginal and/or Torres Strait Islander peoples’ cultures and environmental responsibility</li> <li>• importance of community as a source of knowledge, skills and values</li> <li>• environmental sustainability planning in a children’s education and care context: <ul style="list-style-type: none"> <li>◦ key areas of focus and associated sustainable practices: <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- curriculum</li> <li>- eco-friendly material usage</li> <li>- eco-literacy for children</li> <li>- energy</li> <li>- water</li> <li>- natural environment</li> <li>- recycling</li> <li>- toxins</li> <li>- upcycling</li> <li>- waste (including food waste)</li> </ul> </li> <li>◦ potential ethical dilemmas</li> <li>◦ tools for identifying potential improvements</li> <li>◦ models of best practice</li> <li>◦ methods for developing the plan</li> </ul> </li> </ul>
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>◦ key stakeholders to involve in developing the plan:             <ul style="list-style-type: none"> <li>- children</li> <li>- families</li> <li>- service personnel</li> </ul> </li> <li>◦ ways of integrating environmental sustainability across all areas of practice</li> <li>◦ qualitative and quantitative evaluation processes</li> <li>• principles of change management:             <ul style="list-style-type: none"> <li>◦ barriers and drivers for behavioural change</li> <li>◦ sphere of influence</li> </ul> </li> <li>• strategies for improving children’s experiences and understanding of the natural environment and skills for environmental sustainability:             <ul style="list-style-type: none"> <li>◦ growing and preparing food</li> <li>◦ recycling</li> <li>◦ waste reduction</li> <li>◦ reduction of water usage</li> <li>◦ reduction in energy usage</li> </ul> </li> <li>• critical reflection:             <ul style="list-style-type: none"> <li>◦ what is critical reflection</li> <li>◦ why and how educators use critical reflection</li> <li>◦ what makes for meaningful critical reflection</li> </ul> </li> <li>• service standards, policies and procedures for:             <ul style="list-style-type: none"> <li>◦ physical environment.</li> </ul> </li> </ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must be demonstrated in a regulated children’s education and care service in Australia:</p> <ul style="list-style-type: none"> <li>• performance evidence may be collected through authenticated third-party reports</li> <li>• third-party reports must be supplemented by other forms of evidence</li> <li>• interactions with children must be supervised by an approved early childhood educator</li> </ul> <p>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.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information technology for documentation</li> <li>• National Quality Framework:             <ul style="list-style-type: none"> <li>◦ National Quality Standard</li> <li>◦ the relevant approved learning framework</li> </ul> </li> <li>• service standards, policies and procedures for:             <ul style="list-style-type: none"> <li>◦ physical environment</li> </ul> </li> <li>• adults for consultation activities</li> <li>• children in a regulated children’s education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors</p>
<p><b>LINKS</b></p>	<p>Companion Volume Implementation Guide</p>