

UNIT CODE	CHCECE049
UNIT TITLE	Embed environmental responsibility in service operations
APPLICATION	<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 in accordance with organisational policies. 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/New Zealand standards and industry codes of practice.</p>
PREREQUISITE UNIT	CHCECE037 Support children to connect with the natural environment
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<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 Encourage children to exchange thoughts and ideas about environmental responsibility. 1.3 Ensure environmentally sustainable practices are embedded in daily practices of the service.

2. Promote environmental responsibility in the service.	<p>2.1 Review the service philosophy, policies and procedures in relation to different aspects of environmental responsibility.</p> <p>2.2 Consult with stakeholders to identify potential changes in the service philosophy, policies and procedures regarding environmental responsibility.</p> <p>2.3 Develop an environmental responsibility plan for the service, based on the review and consultation.</p> <p>2.4 Develop strategies that encourage the participation of both adults and children in the service's sustainable practices.</p> <p>2.5 Identify and include ways to evaluate improvements in environmental responsibility within the service.</p>
3. Implement and evaluate environmental responsibility plan.	<p>3.1 Investigate how children and adults demonstrate support for the service's environmental responsibility plan.</p> <p>3.2 Seek feedback from children and adults about the service's practices.</p> <p>3.3 Use feedback and critical reflection to inform changes and improvements to plan.</p>

FOUNDATION SKILLS	
<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>	
SKILLS	DESCRIPTION
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■

Technology skills to:	■
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE049 Embed environmental responsibility in service operations
PERFORMANCE EVIDENCE	<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"> ■ document three examples of practices that demonstrate children's understanding of environmental responsibility ■ design, implement and evaluate a plan to enhance environmental responsibility for an education and care service, including: <ul style="list-style-type: none"> ◦ research contemporary practice relating to environmental responsibility; ◦ review of service operations in line with contemporary practices; ◦ consultation with stakeholders; ◦ identifying opportunities for improvement; ◦ document outcomes of implementation.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the following National Quality Standard(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ physical environment ■ overview impacts of key global issues relating to the environment ■ impact of human and animal activity on the environment and the importance of teaching children to be environmentally responsible ■ importance of community as a source of knowledge, skills and values ■ environmental sustainability planning in a children's education and care context: <ul style="list-style-type: none"> ○ key areas of focus and associated sustainable practices: <ul style="list-style-type: none"> ● curriculum ● eco-friendly material usage ● eco-literacy for children ● energy ● water ● natural environment ● recycling ● toxins ● upcycling ● waste (including food waste) ○ barriers and drivers for behavioural change ○ 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: <ul style="list-style-type: none"> ● children ● families ● service personnel ○ ways of integrating environmental sustainability across all areas of practice ○ qualitative and quantitative evaluation processes ■ strategies for improving children's experiences and understanding of the natural environment and skills for environmental sustainability: <ul style="list-style-type: none"> ○ growing and preparing food ○ recycling ○ waste reduction ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ collaborative partnerships with families and community ○ educational program and practice ○ health and safety ○ physical environment ○ relationships with children.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ performance evidence may be collected through authenticated third-party reports, and must be supplemented by other forms of evidence ■ interactions with children must be supervised by an approved early childhood educator <p>Skills related to design and evaluation may be demonstrated outside of the service, but the plan must be based on a service in which the individual has worked.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved national learning framework ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ◦ collaborative partnerships with families and community ◦ educational program and practice ◦ health and safety ◦ physical environment ◦ relationships with children ■ adults for consultation activities ■ children in a regulated education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors</p>
LINKS	