

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 within 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>
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.	<p>1.1 Develop innovative strategies that promote environmental responsibility in consultation with children.</p> <p>1.2 Support children to take the lead in identifying practices that are environmentally responsible at the service.</p> <p>1.3 Encourage children to exchange thoughts and ideas about environmental responsibility.</p> <p>1.4 Ensure environmentally sustainable practices are embedded in daily practices of the service.</p> <p>1.5 Encourage children to learn about Aboriginal and/or Torres Strait Islander Peoples environmental responsibility practices.</p>

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 Contribute to the development of 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 engage with the service's environmental responsibility plan.</p> <p>3.2 Encourage children to engage in environmentally responsible practices beyond the service, with families and the community.</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>

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:	<ul style="list-style-type: none"> comprehend content of service philosophy, policies and procedures relating to environmental responsibility.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding.
Technology skills to:	<ul style="list-style-type: none"> document sustainability plans using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE049 Embed environmental responsibility in service operations
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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 two aspects of 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 ○ share outcomes and evaluation of plan implementation with supervisor.
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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 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 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: <ul style="list-style-type: none"> ○ key areas of focus and associated sustainable practices: <ul style="list-style-type: none"> ● 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: <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 ■ principles of change management
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	<ul style="list-style-type: none">◦ 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:<ul style="list-style-type: none">◦ growing and preparing food◦ recycling◦ waste reduction◦ reduction of water usage◦ reduction in energy usage■ critical reflection:<ul style="list-style-type: none">◦ what is critical reflection◦ why and how educators use critical reflection◦ what makes for meaningful critical reflection■ 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◦ governance and leadership.
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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 ■ third-party reports 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 <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved 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 ○ governance and leadership ■ adults for consultation activities ■ children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors</p>
LINKS	Companion Volume Implementation Guide