CHCECE025 Sustainability

Table 4 Assessment instructions

| Assessment details | Instructions |
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| **Specific assessment conditions** | *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this assessment is to assess your knowledge and performance of as would be required for you to support children to connect with and contribute to their world and embed sustainable practices into service operations.* |
| **The Assessment Event number** | *3 of 3* |
| **Companion documents** | *Workplace Portfolio*  *Workplace Log Book* |
| **Instructions for this assessment** | *This assessment is in two parts:*  *1. Sustainability audit*  *2. Design a sustainability project, implement and evaluate a sustainability project*  *This assessment also includes a Demonstration Report, Workplace supervisor feedback, Workplace Attendance Log, Evidence Guide, and final Assessment Feedback (marking tools).*  *Detailed instruction for each assessment part is contained at the beginning of each assessment part and includes:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   ***You must read the entire document before commencing your assessment so you are aware of all requirements****.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the* *assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

**Part 1 Sustainability Audit**

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| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *Complete a sustainability audit on your work placement service* | |
| **When will the assessment take place?** | |
| *Complete this in the first part of your work placement* | |
| **Where will the assessment take place?** | |
| *At your work placement service* | |
| **What resources and equipment do I need?** | |
| *Pens to complete documentation. Use the template provided* | |

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| **QUESTION 1** | **(Part 1)** |
| **Instructions:** Complete a sustainability audit using the template provided. | |
| To complete the audit, inspect the service visually and engage in discussion with your supervisor if you need more information for some criteria.  For every item that you mark as ‘no’, record in the improvements column what you could do to make this item more sustainable and how you might involve children, adults and the community. | |

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| **QUESTION 2** | | | | **(Part 1)** |
| **Instructions:** Read the service philosophy and all service policies and procedures that reference sustainable practices | | | | |
| a. | Summarise how the service promotes environmental sustainability in day to day practices | | | |
| * *Use recycled materials where possible* * *Encourage children to turn off the water tap when they have finished washing their hands* * *Encourage usage of recycled paper in care and at home* * *Discuss with children about avoiding wastage of electricity and use natural lights* * *Educate children about natural decomposition cycle* | | | | |
| b. | Identify one area that could be changed in the philosophy and/or policies and procedures to improve sustainable practices at a service/management level. | | | |
| **Philosophy**  **Policies and Procedures**  **Area of change** | | **How this will improve sustainable practices for children** | **Who will you consult with** | |
| *Centre has no composed bins. Arrange for composed bins, used food wastage for natural composed.*  *Need to increase indoor and outdoor plants.* | | *We need more activities regarding sustainable practices.* | *Centre manager,*  *Room leader,*  *Another staff in the room* | |

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| **QUESTION 3** | | | **(Part 1)** |
| **Instructions:** Show and discuss your sustainability audit and your philosophy, policy and procedures review with your workplace supervisor. | | | |
| Record a summary of the discussion and develop a plan for addressing one of the areas of improvement whilst you are on work placement | | | |
| **Sustainability Plan :Tree plantation for in door and out door area using recycle stuffs.** | | | |
| **Discussion** | *As a part of our sustainability practice, we are doing a project. I discuss about my project with my director/supervisor, room leader and other staffs members. I also read books and share video with children.* | | |
| **Areas of improvement** | | *We want to improve indoor and outdoor garden.* | |
| **Action**  **Strategies** | | *In this project a group of children participating with us. We used recycled stuffs like egg-shell, egg-case, natural compos, tree branch, seeds and water.* | |
| **Evaluation**  **Qualitative and Quantitative** | | *Tree plantation is one of the most important part for our sustainability practice. I discussed with group of children how trees help us and they know trees give us fruits, vegetables and oxygen.* | |

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| **QUESTION 4** | **(Part 1)** |
| **Instructions:** *Create a notice for families* | |
| Write a short notice to display in the entry area for families informing them of the sustainability plan (show your workplace supervisor before displaying). Leave a section inviting families to record feedback. | |
| *Dear parents/care giver,*  *We are going to organise tree plantation program (indoor and outdoor) on Thursday, 19-Nov-2020.*  *If you want to participate with us, you are most welcome. Also you can share indoor tree branch pieces (cutting) and seeds.*  *A picture containing grass, table, small, sitting  Description automatically generated*  *Let’s make our planet green.* | |

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| **QUESTION 5** | **(Part 1)** |
| **Instructions:** *Refer to your audit findings. Share one aspect of your audit findings with:* | |
| **1. Children**  You can do this spontaneously or as part of a planned small group discussion.  Record what you discussed, including strategies to address the change and children’s responses | |
| *First day during group activity time/story time, I read a book with children which is related to fruits and plants. Showed them different colours, fruits and animals.*  *The following day, I showed children about some documentary regarding plants and garden. When they watched video, they spoke different fruits name. One child told that we get apple from tree. We asked them, “Do you like plants and gardening?” They replied that they were excited to do that.* | |
| **2. Educators**  You can do this verbally with the educators in your room or in written form via educator communication book or other staff communication channels.  Record what you did, including educator responses. | |
| *At first, I talked to my supervisor regarding my project plan. She asked me before using egg shells for your project check if there any allergic children in your room, if any then re-think your project plan. I already checked beforehand that there is no child with egg allergy. I also discussed regarding my project with my room leader and another staff in our room.* | |

**Sustainability Audit Checklist**

Student Name: Wahida Moon Service: Greenwood Hunters Hill Date completed: 18-Nov-2020

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| Air Quality | YES | | NO | N/A | Improvements:  What you could do to make this more sustainable  How will you involve children, educators, family/community? |
| Natural ventilation is used | *yes* | |  |  | *Nothing to improve as they are using natural ventilation in the best possible way* |
| Air vents are clear of obstacles | *yes* | |  |  | *Ongoing check in process, there is no obstacles* |
| All exhaust fans are visibly clean | *yes* | |  |  | *In certain routine time, professionals come to clean fan* |
| Known irritants and aerosols are avoided | *yes* | |  |  | *No aerosols are used in the centre* |
| Walking and public transport for excursions encouraged |  | |  | *N/A* |  |
| **Biodiversity** | **YES** | | **NO** | **N/A** | **Improvements: What you could do to make this more sustainable and how to involve children / Adults / Community** |
| Centre has an active vegetable/herb garden. | *Yes* | |  |  | *Centre has vegetable/herb garden but need more garden area.* |
| Children are taught how to care for plants. | *yes* | |  |  | *They put water plants. Need to use rain water. Increase gardening area.* |
| Children’s play areas are environmentally friendly and recycled materials are used where possible. | *yes* | |  |  | *Use recycle materials, need to increase recycle activities* |
| Native plants and trees are used mainly in the gardens | *Yes* | |  |  | *Organise native plants outside area. Need to plant more trees/plants* |
| Educators promote care for plants and animals | *Yes* | |  |  | *Children and educators both care for plants. In this centre they have one worm farm but I recommend to expand the warm farm and garden area.* |
| Gardens are mulched | *Yes* | |  |  | *Since kids sometimes stepped on mulches, mulches should be more organised.* |
| Gardens, potted plants maintained and watered | *Yes* | |  |  | *Need more care and maintenance* |
| **Cleaning** | **YES** | | **NO** | **N/A** | **Improvements: What you could do to make this more sustainable and how to involve children / Adults / Community** |
| Non-toxic cleaning products are used. | *Yes* | |  |  | *Avoid using chemical products. Use natural products more.* |
| Re-usable micro-fibre cleaning cloths are used. | *Yes* | |  |  | *Use different colour re-usable micro-fibre cleaning cloths for different purpose. Always need to keep cleaning cloths clean and dry, keep them organised.* |
| Cleaning products that are environmentally friendly used. | *Yes* | |  |  | *They use cleaning products which are environment friendly* |
| Sprays and aerosols that contain chlorofluorocarbon propellant are avoided. |  | |  | *N/A* | *No aerosol is used in the centre* |
| **Energy Consumption** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| All appliances not in use are turned off at the power points each night. | *Yes* | |  |  | *Nothing much to improve. All appliances not in use are turned off each night.* |
| Lighting and heating/cooling is turned off when not in use. | *Yes* | |  |  | *Turn off heating/cooling when not in use* |
| Natural light is the preferred option throughout the day where possible | *Yes* | |  |  | *Day time service uses natural lights more which is good.* |
| Products with batteries are generally avoided. | *Yes* | |  |  | *Most of the time battery products are avoided* |
| Heaters, air conditioners are used at recommended temperatures in winter and summer | *Yes* | |  |  | *Maintain recommended temperature* |
| **Waste** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| The crockery used not disposable | *Yes* | |  |  | *Use different colour re-usable crockery.* |
| Containers used for food, not plastic wrap | *Yes* | |  |  | *Use container for food* |
| Food waste composted or put into a worm farm | *Yes* | |  |  | *The service already practice putting food waste in the farm farm* |
| Children use recycled paper for drawing/ painting etc. | *Yes* | |  |  | *Most of the time, children use recycled paper for drawing/painting.* |
| Children’s rooms and staff areas including the staff room, office, kitchen or other general areas have recycle bins for all recyclable items. | *Yes* | |  |  | *In most of the areas, they use recycle bins* |
| Families are encouraged to donate recycled and/or reclaimed items for use in the children’s program. | *Yes* | |  |  | *Service encourage parents to donate recycled stuffs for children’s program* |
| Reverse Garbage and other recycling centres used |  | |  | *N/A* |  |
| **Water** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| All water from water play or routines is tipped onto the garden. |  | | *No* |  | *Sometimes used for gardening. Need to use properly for gardening* |
| Children and staff are involved in the planning of water conservation. | *Yes* | |  |  | *Reduce wastage of water* |
| Children’s water play is designed to minimise water waste. | *Yes* | |  |  | *Water through play is designed to minimize water wastage. Let parents know about prevention of water wastage and encourage children to practice water conservation.* |
| Outdoor areas are swept instead of being hosed off. | *Yes* | |  |  | *Everyday several times, service sweeps outdoor area. The service uses hose pipes only when it is necessary.* |
| Taps are automatic or have ‘turn off the tap’ reminder notice | *Yes* | |  |  | *When children go to wash their hands, educator supervise them and prevent water wastage. Service displays handwash sign and tape turn off sign near the tap area.* |
| Taps do not drip – check bathrooms, kitchen, laundry, staff areas, outdoors. | *Yes* | |  |  | *Check at regular interval to ensure that taps are not dripping* |
| Water is collected from leftover drinking water to use in the garden. |  | | *No* |  | *Currently service uses garden water from outside tap. I recommend to use leftover water or rain water in for gardening whenever possible.* |
| **Educational Program** | | **YES** | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| Children are educated about environmental protection and conservation to encourage them to adopt sustainable practices for lifelong learning | | *Yes* |  |  | *They do lots of sustainable practice everyday. They can talk to families to use recycled materials and share with the centre for making arts and crafts.* |
| Children are involved in the planning and decision making of environmentally focused improvements. | | *Yes* |  |  | *When reading books, playing together or sharing stories. That time they express their interests and hobby. Educators include those activities in their program.* |
| Children’s artwork is sent home regularly or recycled where appropriate. | | *Yes* |  |  | *We regularly send children’s artwork to their homes.* |
| Information is provided to families on how to recycle correctly, reduce waste, and conserve energy, including ways to reduce water usage both indoors and outdoors. | | *Yes* |  |  | *We regularly send information to families about correct recycling, waste reduction, energy & water conservation.* |
| Toys and equipment are made of natural materials. | |  | *No* |  | *Not everything, some toys are made of plastic and other materials.* |
| Use of natural materials in the children’s indoor and outdoor program | | *Yes* |  |  | *We mostly use natural materials in children’s indoor and outdoor program. But some toys are made of aluminium and plastic.* |
| Use of recycled materials in the children’s indoor and outdoor program | | *Yes* |  |  | *We use one side used paper for painting and drawing.*  *Doing activities with empty jars.* |

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| Community Engagement | YES | NO | N/A | Improvements:  What you could do to make this more sustainable  How will you involve children, educators, family/community |
| Brochures, tip sheets, and visual displays on sustainable lifestyle practices such as recycling, being water-wise, cleaning choices and energy consumption are regularly available. | *Yes* |  |  | *We supervise and practice everyday to turn off water tap when not needed.*  *We mostly try to use natural light and tun off lights when not necessary. Also try to use mostly solar energy.*  *Instructions signs are displayed to turn off tap near handwash room.* |
| Community organisations or portfolios related to sustainability collaborate with the centre | *Yes* |  |  | *Service request parents to share their recycled materials like boxes, papers, newspapers or any other stuffs for children’s activities.* |
| Professional memberships or relationships with organisations that promote sustainability and assist to resource sustainable lifestyles are actively sought and maintained. | *Yes* |  |  | *Service seeks guidance from professional members.* |
| The service has a dedicated team to focus on sustainability education, promotion and improvements, consisting of staff, children and families working together. | *Yes* |  |  | *We inform parents during gardening time, Christmas time, etc.*  *We share with parents about everyday activities regarding sustainable practice via online explore web portal.* |

Adapted from

Community Child Care Association Inc. Sustainability Audit Tool-Education and care services 2015 CCC Resource Sheet

Network of Community Activities from Eco-friendly communities, promoting Sustainable Living and Working, a publication developed in 2003 for Neighbourhood centres by LCSA (local community services association) in partnership with the NSW Environmental Protection Authority. [www.netoosh.org.au](http://www.netoosh.org.au)

**Part 2 Sustainability project**

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *Design, implement and evaluate a sustainability project. This could be based on your sustainability audit or on one of the actions outlined in your sustainability plan developed in part 1.*  *During your project, you will need to*   * *Create opportunities to discuss the natural environment with children and the interdependence between people, plants animals and land.* * *Role model respect, care and appreciation for natural and constructed environments* | |
| **When will the assessment take place?** | |
| *Begin this project mid-way through your work placement to allow to time implement and evaluate the project* | |
| **Where will the assessment take place?** | |
| *At your work placement service* | |
| **What resources and equipment do I need?** | |
| *Pens to complete documentation. Use the template provided.*  *Any other resources you identify when designing the project, these may either be self-sourced or after consultation with your work placement supervisor, you can use service resources (if relevant and appropriate)* | |

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| **QUESTION 1** | **(Part 1)** |
| **Instructions:** Design, implement and evaluate a sustainability project.  Using information gained in Part 1, design a sustainability project to implement as part of the curriculum during your work placement. Use the template below.  The project is not an individual learning experience, it should be designed to be explored and revisited as part of your curriculum with the children over the week. | |

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| Sustainability Project | | |
| **Focus Sustainability Area:** | Gardening (indoor and outdoor) | |
| **Reason for choice of sustainability project** | | Easy to practise with children.  Teach them using recycled usage and sustainability practice.  They know about the importance of plants for human being and earth. |
| **Name of project** | | Increase and enrich indoor and outdoor gardening. |
| **Aim of project** | | Enrich garden and teach children importance of plants. |
| **Link to NQS** | | Element 3.2.3 Environmentally responsible  The service cares for the environment and supports children to become environmentally responsible. |
| **Link to EYLF** | | Outcome 2: Children are connected with and contribute to their world  Children become socially responsible and show respect for the environment  Outcome 4: Children are confident and involved learners  Children resource their own learning through connecting with people, place, technologies and natural and processed materials |
| **Preparation**  List all the things you will need or use. (e.g. wall posters, books, photos, sustainable paints, glues, found materials, cleaning products, garden tools.)  You may (with the permission of the service) involve families by inviting them to bring in a resource that could be used to recycle, reuse, upcycle etc. Please note this must be within service guidelines. | | I discuss with my supervisor regarding my project.  Before starting my project, I read books with children regarding plants and animals. I also show them documentary videos “importance of plants and animals” (make me genius).  English singing kids vocabulary “growing a tree”.  I prepare a notice about gardening and also share this information with other staffs. |
| **Set up**  Describe, draw or photograph your set up | | I setup project staffs outside garden area with egg shells, egg case, succulent plant branches, snowpeas seeds, natural compost and water. |
| **Resources used**  Share resources with children  Use community resources collected  Wide range of natural and recycled materials  Life skills – growing and preparing food, waste reduction and recycling | | We used egg shells, egg case, succulent plant branches, snowpeas seeds, natural compost and water. |
| **Show to and discuss with supervisor** | | Supervisors signature: |
| **Implementation**  Discuss natural environment  Use intentional teaching and strategies to encourage children to exchange ideas. Role model care and respect for natural and constructed  Ethical waste disposal  Explain two ways exchange thoughts and ideas (intentional teaching, learning experiences and portfolios)  Photos should be used to show resources, display and learning experiences used and implemented during the project. Attach a copy of the notice to families to informing them of the project.  Attach photos to document the implementation **(Please note photos should not have children or staff in them)**  Engagement with families/ community | | We did our indoor and outdoor plants and vegetable gardening in outdoor place. A group of children were involved with this project. After setting up everything, children put on gloves and helped me to put on composed inside the egg-shells and other pots. Children planted succulent branches in egg-shells and also put seeds on it. Then they put water on the pots. Children were very excited and happy while participating in this project. |
| **Evaluation**  Discuss any feedback you received. Include both positive and constructive feedback.  Discuss at least one example of a positive change you noticed (qualitative change could relate to service practices or children’s practices)  Discuss one example of a positive quantitative change e.g. financial, reduction of waste, reduction of the use of products, increased number of children participating etc.  Provide an example of how you supported children to develop respect for the natural environment through intentional teaching.  How you created opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land.  How you created spaces that promote the development of life skills such as growing and preparing food, waste reduction and recycling. | | I discussed my project plan with my supervisor and she was excited to implement the project. After knowing my project tasks, she advised me to keep an eye on egg allergic children in the room. Before making my project plan, I collected information and confirmed that there are no egg allergic children in my room. I also discussed with my room leader and another staff in my room. My room leader advised me to ask for egg-shell from our centre cook.  We displayed notice at the front door regarding indoor and outdoor gardening. We conducted our project in outside play area. There are two age groups children play areas (1.5-2 yrs EL1 and 2-3.5 yrs EL2). Both room children were involved in the gardening project. Another room educator told me that it was a great idea. Children participated this project at their own interests. We also decorated three indoor pots with indoor plants. Once office staff told me that the decoration was very nice.  In this project children knew about how trees help us and plants are very important for our planet/earth. Before implementing our project, we also visited warm farm in pre-school area. We used waste food for warm farm. |
| **Future planning** | | We will provide more activities regarding gardening and tree plantation. |