

**Mapping Matrix from - CHC50908 Diploma of Children's Services (early childhood education and care)
to - CHC50113 Diploma of Early Childhood Education and Care**

This mapping tool only includes additional training and assessment requirements for each unit.
Changes to wording or additional words are highlighted in **bold** type

Unit of competency: CHCECE025 Embed sustainable practices in service operations Supersedes CHCPR515A - Develop and implement a program to support sustainable practice			
Elements of Competency/Performance Criteria	Changes	Gaps to address in transition	Delivery Notes
<i>1. Develop a sustainability management plan</i>	1.3 Ensure that nature , waste, energy and toxins have been considered	Additional components to criteria	
<i>2. Support children to develop an understanding and respect for the natural environment</i>	2.1 Provide children with a wide range of natural and recycled materials in their indoor and outdoor environments 2.2 Create opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land 2.3 Role-model respect, care and appreciation for the natural and constructed environments 2.4 Share information and provide children with access to resources about the environment and the impact of human activities on environments 2.5 Create spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling	Added wording Added wording New criteria New criteria New criteria	
3. Support others in implementing sustainable practice	3.1 Encourage children to participate in sustainable practice discussions and learning experiences 3.2 Engage with adults and children to encourage their participation in the service's sustainable practices	New element & criteria	
4. Embed sustainability into service policies and procedures	4.1 Review the service philosophy, policies and procedures in relation to sustainable practice 4.2 Identify areas of potential change in the service	New element & criteria	

Unit of competency: CHCECE025 Embed sustainable practices in service operations

Supersedes [CHCPR515A](#) - Develop and implement a program to support sustainable practice

	<p>philosophy, policies and procedures</p> <p>4.3 Discuss with stakeholders any identified areas of potential change</p> <p>4.4 Finalise changes after agreement with appropriate stakeholders</p>		
--	--	--	--

Foundation skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

New

Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks **at least once**:

- supported sustainable practices within at least one education and care service, including:
 - undertaking an analysis of the environmental sustainability of the workplace
 - identifying and supporting potential for workplace change to enhance environmental sustainability
 - supporting children to develop respect for the natural environment
 - designing, implementing and reviewing a program to enhance environmental sustainability in the child care workplace

using a variety of strategies to involve colleagues, children, families and the broader community in participating in and evaluating a program to enhance environmental sustainability.

New

Unit of competency: CHCECE025 Embed sustainable practices in service operations

Supersedes [CHCPR515A](#) - Develop and implement a program to support sustainable practice

Knowledge evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- sustainable practices and **sustainable strategies**
- cleaning and maintenance, and building, equipment and associated resources
- organisation standards, policies and procedures

New

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 must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

New

Mapping Notes:

The following performance criteria link or map:

From old	3.4 & 3.5 & 3.6	3.7
to new	1.3	2.2

The following knowledge evidence is covered in the range statements:

- importance of community as a source of knowledge, skills and values, including:
- barriers and drivers for behavioural change
- strategies to increase children's experiences and understanding of animals and the natural environment
- impact of key global issues, such as climate change, ozone layer effects, greenhouse effect, earth resources and biodiversity
- qualitative and quantitative evaluation processes for sustainability program
- sustainable practices

This mapping was a collaborative project between Sherylyn Brakey (TasTAFE), April Bradford (Campbell Page), Christine Mayfield (Stepping Ahead), Aimee Woods (Lady Gowrie) and Roger O'Meagher (ECA)