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1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE012 Support children to connect with their world* to the unit of competency.

CHCECE012 Support children to connect with their world	Where covered in the learner guide
Element 1: Support children to develop an understanding and respect for the natural environment	Chapter 1: Supporting children to develop an understanding and respect for the natural environment
1.1 Use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land	1A Understanding the natural environment
1.2 Role-model respect, care and appreciation for both natural and constructed environments	1A Understanding the natural environment
1.3 Assist in providing children with a wide range of natural and recycled materials in their environments both indoor and outdoor	1B Providing natural and recycled materials
1.4 Providing children with information and access to resources about the environment and the impact of human activities on environments	1A Understanding the natural environment 1C Creating spaces that develop life skills
1.5 Assist in creating spaces that promote the development of life skills, in areas including growing and preparing food, waste reduction and recycling	1C Creating spaces that develop life skills
Element 2: Identify areas for change	Chapter 2: Identifying areas for change
2.1 Identify aspects of sustainability in the service	2A Identifying sustainable practice
2.2 Recognise opportunities for changes to current practices and principles to ensure they are sustainable	2A Identifying sustainable practice 2B Developing strategies for improvement
2.3 Develop and implement strategies to address these areas of sustainable change in consultation with supervisor	2B Developing strategies for improvement
2.4 Evaluate strategies in consultation with supervisor	2B Developing strategies for improvement

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE012 Support children to connect with their world*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Supporting children to develop an understanding and respect for the natural environment	
Suggested time allocation: 8 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–18
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE012 Support children to connect with their world</i> Chapter 1: Supporting children to develop an understanding and respect for the natural environment	<ul style="list-style-type: none"> ▪ Ecosystem ▪ Biodiversity ▪ Curriculum ▪ Life skills ▪ Recycling
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for CHCECE012 Support children to connect with their world. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> ▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment. 	
<ul style="list-style-type: none"> ▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	
<ul style="list-style-type: none"> ▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE012 Support children to connect with their world*.

Part	Element	Performance criteria
A	1, 2, 3	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3
B	1, 3	1.1, 3.1
C	1, 2	1.5, 2.1, 2.2

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE012 Support children to connect with their world*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A, Part B and Part C and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the following case study, then complete the tasks that follow.

Case study

Blue River Early Learning Centre was established in 1984. The centre is in need of refurbishment to better meet the National Quality Standard and the Early Years Learning Framework as these suggest that children need to be supported to have environmental awareness. Currently, the indoor space is furnished with plastic chairs and tables, and most of the toys, like LEGO, blocks, dolls, trucks and dramatic play items, are made of plastic. A number of the plastic toys and items of furniture are faded and broken. The sensory play items tend to be manufactured materials like pasta and rice. Fresh, un-recycled coloured paper is provided for craft activities, and unused items are thrown away into the regular rubbish bin.

The centre purchases new books, toys and craft materials rather than second-hand items. A number of the books available for the children focus on themes such as shopping, driving around in cars and flying in aeroplanes. There are currently no books about gardening, natural materials, the natural environment and sustainability issues.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE012 Support children to connect with their world*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 4, 5, 7, 8, 9	Activity 1: Part A 1–5 Part C 1, 2 Activity 2: Part A 1 Part B 1	Part C 1, 2	Part C 1, 2, 3
Observation/demonstration		Activity 1: Part B 1–4	Part A 1–5 Part B 1, 2	Part B 1, 2, 3, 4
Case study				Part A 1, 2, 3, 4, 5, 6
Role-play				
Training log, diary or journal	3	Activity 3: Part A		
Portfolio, reports, work samples	6	Activity 2: Part A 2 Part B 1 Activity 3: Part B	Part B 2, 3 Part C 3	Part A 7
Third-party reports			Part C 4	

Self-assessment record

Institution: Candidate's name: Unit of competency: <i>CHCECE012 Support children to connect with their world</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> support practices that encourage children to connect to their environment on at least three occasions, including: <ul style="list-style-type: none"> providing children with a wide range of natural and recycled materials. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> identify and support workplace procedures to enhance environmental sustainability, including: <ul style="list-style-type: none"> identifying changes to cleaning and maintenance equipment and associated resources identifying changes to practices and systems. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> support children and other adults to become environmentally responsible and show respect for the environment by: <ul style="list-style-type: none"> facilitating sustainable practices discussions modelling sustainable behaviours. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> how to navigate through framework and standards documents to find areas relevant to this unit of competency. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	