



Australian Government

CHCEDS049 Supervise students outside the classroom

Release: 1

CHCEDS049 Supervise students outside the classroom

Modification History

Release 1. CHCEDS049 Supervise students outside the classroom supersedes and is equivalent to CHCEDS023 Supervise students outside the classroom.

Application

This unit describes the performance outcomes, skills and knowledge required to supervise students in school grounds and community settings during sporting, recreational and other activities outside the classroom environment.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in primary or secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify potential risks.
 - 1.1. Assess the environment for physical hazards and impediments to the active supervision of students.
 - 1.2. Identify physical, psychological and logistical risks to be considered in the risk evaluation.
 - 1.3. Use planning strategies and organisational policies and procedures to address identified risks and hazards in activities.
 - 1.4. Access information about needs of students to inform the supervisory process.
 - 1.5. Review information about student health and medical needs and use to inform decisions.
2. Use positive student management techniques.
 - 2.1. Establish expectations for student behaviour in advance of the activity according to the organisation's positive behaviour support plan.
 - 2.2. Model positive interactions with students and other adults at all times.
 - 2.3. Use verbal and non-verbal techniques that acknowledge and influence student behaviour.
 - 2.4. Supervise and monitor area of responsibility and students, and respond to situations in a timely manner.
 - 2.5. Use planned strategies in a timely manner to prevent escalation of incidents.
3. Maintain calm and confident demeanour.
 - 3.1. Monitor and control personal stress levels through use of recognised techniques.
 - 3.2. Articulate verbal directions in a clear and moderate tone and repeat this where necessary.
 - 3.3. Assess situations and determine suitable action based on situation severity.
 - 3.4. Summon assistance when necessary using the organisation's planned methods of communication.
 - 3.5. Follow organisational debriefing and reporting processes.
4. Review and reflect on the effectiveness of strategies and performance.
 - 4.1. Evaluate the effectiveness of strategies through collaboration with other members of the education team.
 - 4.2. Reflect on own performance and identify strengths, weaknesses and opportunities for improvement.
 - 4.3. Identify potential for changed approaches and follow organisational policies and procedures for revision.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information about student needs • interpret organisational strategies, policies and procedures.
Writing skills to:	• produce reports according to organisational procedures.
Initiative and enterprise skills to:	• use appropriate support strategies when opportunities arise.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>