



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS415A Supervise students outside the classroom

Release: 1

CHCEDS415A Supervise students outside the classroom

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the competency requirements for education support workers to supervise students in school grounds, community setting, and other non classroom environments

It is intended to describe strategies for safe and supportive management of students in these environments

Application of the Unit

Application

This unit applies to education support work with individual and groups of students in sporting, recreational and other activities outside the classroom environment

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify potential risks associated with an activity in cooperation with relevant personnel

PERFORMANCE CRITERIA

- 1.1 Assess the *environment* for *physical hazards* and *impediments to active supervision* of students
- 1.2 Identify physical, psychological and logistical risks to be considered in the risk evaluation
- 1.3 Use planning *strategies to address identified risks* and hazards in activities
- 1.4 Access information about *additional needs of students* to inform the supervisory process

ELEMENT**PERFORMANCE CRITERIA**

2. Use *positive student management techniques*
 - 2.1 Establish expectations for student behaviour in advance of the activity in accordance with 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* to acknowledge and influence student behaviour
 - 2.4 Supervise and monitor area of responsibility and students in order to respond to situations in a timely manner
 - 2.5 Use timely interventions to avert escalation of incidents

3. Maintain calm and confident demeanour
 - 3.1 Monitor and control personal stress levels
 - 3.2 Articulate verbal directions in a clear and moderate tone and repeat this where necessary
 - 3.3 Assess situations and determine suitable action
 - 3.4 Defuse stressful situations before they escalate where ever possible using planned strategies
 - 3.5 Summon assistance when necessary using the organisations planned *methods of communication*
 - 3.6 Follow the organisation's *debriefing processes*

4. Review and reflect on the effectiveness of strategies and performance
 - 4.1 Evaluate the effectiveness of strategies with other members of the *education team*
 - 4.2 Revise strategies when necessary
 - 4.3 Assess and communicate professional development needs to the supervisor
 - 4.4 Access *professional development opportunities* and implement new skills in supervising students

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified work role

These include knowledge of:

- Supportive behaviour techniques appropriate to the education environment and students
- Risk management procedures of the organisation
- Appropriate sources of required additional information about students to be supervised
- Reporting requirements for hazards/incidents
- Effective use of communication equipment/procedures
- Responsibilities of the education support worker when supervising students in non classroom environments

Essential skills:

It is critical that the candidate demonstrate the ability to

- Use a range of supportive behaviour techniques as described in the education organisations supportive behaviour plan
- Maintain equilibrium under stress
- Identify potential hazards and associated risks
- Contribute to the development of risk management strategies for non classroom based activities

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Value and respond appropriately to cultural difference
- Make accurate observations of student interactions

REQUIRED SKILLS AND KNOWLEDGE

- Make accurate evaluations and report information correctly
- Use effective verbal and non-verbal communication
- Cooperate with team members and supervisors
- Maintain equilibrium whilst supervising students
- Apply judgement to determine a suitable course of action
- Demonstrate self awareness to determine own professional development needs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - relevant workplace or simulated realistic workplace setting where assessment may take place
 - education organisation's behaviour support plan
 - copies of documentation compiled by candidate
 - organisation policies and procedures for excursions, and/or bus and playground duties
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment, case studies, demonstration, simulations and role plays

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating

RANGE STATEMENT

conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Environment may include:

- School grounds
- Community locations
- Building and facilities
- Bushland
- Camping grounds
- Sports grounds

Physical hazards may include:

- Unsafe equipment
- Hot equipment
- Sharp materials
- Motorised equipment
- Water
- Flying objects
- Protruding objects
- Holes in the ground
- Traffic
- Animals and wildlife
- People
- Transport systems
- Weather conditions

Impediments to active supervision may include:

- Blind spots
- Size of the area to be supervised
- Number of students to be supervised
- Accidents and incidents
- Access and exit points

RANGE STATEMENT

Strategies to address identified risks include:

- Development of an action plan in case of emergency
- Increased ratio of adults to students
- Prior inspections of areas to be visited
- Information provided in permission slips
- Changes to duty areas
- Changes to timetables
- Discussion with transport providers
- Discussions with local authorities
- Information sharing
- Knowledge of emergency procedures
- Ongoing assessment of grounds and facilities
- Expectations for behaviour clearly articulated
- Additional training for staff
- Use of portable communications equipment

Positive student management techniques may include:

- Ten micro skills for management focused language:
 - establishing expectations
 - giving instructions
 - waiting and scanning
 - cueing with parallel acknowledgement
 - encouraging through body language
 - descriptive encouraging
 - selective attending
 - giving choice
 - following through
 - defusing
- Maintaining composure
- Showing respect for individuals and cultural difference
- Modelling problem solving
- Effective use of communication skills
- Use of strategies outlined in the education organisation's supportive behaviour plan

RANGE STATEMENT

- Additional needs of students may include:*
- Abilities/disabilities
 - Support strategies to be used
 - Friends and buddies
 - Known antecedent-related interventions appropriate to out of class activities
 - Equipment
 - Health management plans
 - Critical incidents that may influence behaviour
 - Emotional, behavioural, family history
- Verbal and non-verbal techniques may include:*
- Short positive clear instructions
 - Consistent use of instructions
 - Firm, calm tone of voice
 - Cueing with parallel acknowledgement
 - Encouraging through body language
 - Descriptive encouraging
 - Selective attending
 - Giving choice
 - Defusing
 - Eye contact\positioning of self and student
 - Facial expressions
 - Holding student's hand
 - Gestures
- Methods of communication may include:*
- Walki.e. talki.e. - hand held radios
 - Mobile phone
 - Card system
 - Calling out
 - Sound an alarm
 - Sending a message with a student

RANGE STATEMENT

Debriefing processes may include:

- Use of a quiet space
- Relevant members of staff
- Questions
- Discussion
- Reflecting back
- Assurance of survival/safety

Education team may include:

- Principal
- Teachers
- Administration staff
- Education support workers
- Guidance and school counsellor staff
- Grounds Persons
- Chaplin/minister
- Nurses
- Advisory visiting staff

Professional development opportunities may include:

- Accessing organisation policies
- Mentoring by experienced staff member
- On the job training
- Workshops, on line or studies in behaviour support
- Contributing as a team member to risk management planning and/or planning for behaviour support
- Networking
- Recommended readings

Unit Sector(s)

Not Applicable