



Australian Government

CHCEDS023 Supervise students outside the classroom

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to supervise students in school grounds, community settings, and other non-classroom environments.

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

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

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

	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 1.5 Review information about children's health and medical needs prior to out-of-class activity
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 prevent 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 Use planned strategies to defuse stressful situations before they escalate 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

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCEDS023 Supervise students outside the classroom

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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:

- used a range of supportive behaviour techniques, as described in the education organisation's supportive behaviour plan, and contributed to the development of risk-management strategies for non-classroom based activities, including:
 - valuing and responding appropriately to cultural difference
 - making accurate observations and assessments of student interactions
 - reporting information accurately and correctly according to organisational standards.

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:

- 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.

Assessment Conditions

Skills must be demonstrated in the workplace.

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 education organisation's behaviour and support plan.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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