



Australian Government

CHCEDS023 Supervise students outside the classroom

Release: 2

CHCEDS023 Supervise students outside the classroom

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

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

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

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>