



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>

Assessment Requirements for CHCEDS049 Supervise students outside the classroom

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct a risk analysis for two different types of activities, each one taking place in a different location outside of the classroom
- supervise two different groups of students outside the classroom (minimum group size of five)
- demonstrate use of positive behaviour support techniques in situations that collectively include each of the following on at least one occasion:
 - physical play
 - conflict between students
 - transition between different locations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- responsibilities of the education support worker when supervising students in non-classroom environments
- principles of active supervision:
 - awareness of environment
 - positioning
 - interaction with students and adults
 - scanning and listening
 - awareness of group and individual dynamics
- supportive behaviour and communication techniques appropriate to the school environment and students
- verbal and non-verbal techniques used to influence student behaviour:
 - short clear and consistent instructions
 - firm, calm tone of voice
 - encouraging through body language and gestures
 - defusing
 - eye contact and positioning of self and student

- facial expressions
- the factors that influence student behaviour
- sources of additional information about students to be supervised
- potential hazards:
 - logistical
 - psychological
 - physical
- techniques for managing personal stress in the workplace
- organisational strategies, policies and procedures for:
 - risk analysis and management
 - behaviour expectations and management
 - incident and emergency reporting
 - evaluation of risk management strategies and own performance.

Assessment Conditions

Skills must be demonstrated in the workplace:

- supervision of students must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Skills related to risk analysis may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

Skills related to managing conflict between students may be demonstrated through simulated activities and scenarios.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- location for activity
- activity and student information to inform risk analysis
- organisational policies and procedures for:
 - risk-management
 - behaviour expectations and management
 - incident and emergency reporting
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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