

Actively supervise your class

Summary

Active supervision is a set of teacher behaviours that maintain student engagement in activities. It is characterised by:

- high rates of teacher movement
- close proximity to students
- high levels of teacher-student interaction.

By actively supervising your classroom, you will:

- encourage students to follow class rules and routines
- remain focused on the task at hand
- provide a safe and secure learning environment.

Australian Professional Standards for Teachers related to this practice

- 4.2 - manage classroom activities
- 4.3 - manage challenging behaviour

For further information, see [Australian Professional Standards for Teachers AITSL page](#)

Preparing to Teach

Active supervision

Active supervision provides teachers with valuable information about how students are responding to an activity, or to classroom instruction. It helps promote a positive, safe, and supportive learning environment which, in turn, has a positive influence on student learning and facilitates inclusion.

Plan to actively supervise students...

- while teaching
- when transitioning
- in non-classroom environments.

How does it work?

Within the classroom, active student supervision involves moving around the room, interacting with students regularly, providing feedback (praise and correction), scanning for off-task behaviour, and using teacher proximity to prompt appropriate behaviour.

It is important to organise the learning environment in such a way that the teacher can visually scan and move throughout all areas of the room.

Active supervision takes advantage of all available learning opportunities and ensures students are never unattended.

How do I do it?

- Move around the learning environment in close proximity to students.
- Visually scan the environment.
- Interact with students giving prompts and feedback (encouragement, praise, and correction).

Review and reflect on your direct student supervision time commitment and style to identify occasions during each day's routines when more active monitoring and interaction with students would be beneficial. For example, close observation and feedback are essential during busy, noisy group work sessions or during less-preferred activities when students are at risk of distraction and/or task avoidance.

- Plan an active supervision routine that is targeted and consistent.
- Organise the learning environment in such a way that you can visually scan and move throughout all areas of the room.
- Address all aspects of student safety and wellbeing.
- Ensure that class rules and other visual support materials are in place.
- Create and provide reinforcing student safety and wellbeing resources, for example as part of classroom rules & other visual strategies.

It works better if:

- Expectations, rules, and routines are explicitly taught and reviewed daily.
- Teachers model the type of behaviour they expect students to demonstrate.

It doesn't work if:

- The teacher engages in activities (e.g., checking emails, engaging in in-depth conversations) that have the potential to draw their attention away from students.
- Active supervision is applied inconsistently.

In the classroom

How will I know if it's working?

- Students' positive behaviours increase and their off-task behaviours decrease.
- Teachers respond consistently, effectively, and quickly to student behaviour.
- Students feel safe and secure within the learning environment.

Notes on active supervision

- Move around the learning environment in close proximity to students.
- Observe how students respond to:
 - the activity
 - classroom instruction.
- Interact with students giving prompts and feedback (encouragement, praise, and correction).
- Visually scan the environment for on- and off-task behaviour.
- Respond consistently, effectively, and quickly to student behaviour.
- Use teacher proximity to prompt appropriate behaviour.
- Take advantage of all available learning opportunities.

- Ensure students are never unattended.

Materials informing this practice

Copple, C., & Bredekamp, S. (2009). Developmentally Appropriate Practice in early childhood programs serving children from birth through age 8. Washington, DC.: National Association for the Education of Young Children (NAEYC).

Headstart: Keep Children Safe Using Active Supervision. <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/keep-children-safe-using-active-supervision>

University of Louisville: Active Supervision.
https://louisville.edu/education/abri/primarylevel/supervision/autism_msd

Virtual Lab School: Supervision and Accountability Indoors and Outdoors.
<https://www.virtuallabschool.org/school-age/safe-environments/lesson-4>