

# 1 Consider

What is the name of the nationally approved learning framework for school age care in Australia?

**Answer:** *My Time, Our Place: Framework for School Age Care in Australia*

# 1 Discussion Point

How do spontaneous play and leisure experiences initiated by children inform planned or intentional aspects of the program?

# 1 Discussion Point

In what ways do you incorporate children's diverse experiences, perspectives, expectations, knowledge and skills into the program?

How do you cater for the different ages of the children?

# 1 Scenario

Jane, a ten year old, attends your OSHC service a few times a month when her parents need to travel for meetings. When present, Jane socialises and engages in activities with ease.

Given the irregularity of her attendance, how do you ensure Jane's needs and interests are reflected in the program planning and delivery?

# 1 Discussion Point

Are children given opportunities to adopt leadership roles within your service?

How are children involved in designing the program or organising routines?

In what ways could you offer further opportunities for children to contribute and take responsibility for your service's programs and routines?

# 1 Multiple Choice

How many key pedagogical practices are identified in *My Time, Our Place: Framework for School Age Care in Australia*?

- (a) 3
- (b) 5
- (c) 8**
- (d) 12

**Answer:** (c) These include: Holistic approaches; collaboration with children; learning through play; intentionality; environments; cultural competences; continuity and transitions; and evaluation for wellbeing and learning.

# 1 True or False

*My Time, Our Place: Framework for School Age Care in Australia* offers the following definition:

Critical reflection involves closely examining all aspects of events and experiences from different perspectives. Educators often frame their reflective practice within a set of overarching questions, developing more specific questions for particular areas of enquiry.

**Answer:** True, page 11, *My Time, Our Place: Framework for School Age Care in Australia*.

# 1 True or False

The *Educators' Guide to the Framework For School Age Care In Australia* identifies the steps and cyclic planning sequence as follows:

- Explore knowledge, beliefs and theories to construct philosophy
- Identify individual and group strengths and interests
- Devise learning environment
- Define educator role
- Devise evaluation methods
- Plan experiences
- Implement plans
- Assess and evaluate planned and unplanned learning

**Answer:** True

**OSHC  
Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

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Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

**OSHC  
Quality Area 1**



**Educational program  
and practice**

## 2 True or False

A child over preschool age is not permitted to self-administer medication under any circumstances.

**False.** A child over preschool age may self-administer medication under the following circumstances:

- written authorisation is provided by a person with the authority to consent to the administration of medication
- the medical conditions policy of the service includes practices for self-administration of medication.

See Regulation 96: Self-administration of medication.

## 2 Discussion Point

Children of different ages and abilities in OSHC will need different levels of supervision.

How do you balance children's need for close supervision with respect for their age and developing independence?

## 2 Discussion Point

What arrangements are in place to allow children to have adequate time and space for rest, relaxation and 'downtime'?

How might this be improved on?

## 2 Discussion Point

Children's safety when travelling to and from your service needs to be carefully considered as children will travel in a variety of ways.

How do you keep up to date with current information on travelling safely, such as bus travel and bike safety?

## 2 Scenario

Blake is a six year old attending your OSHC service five days a week, both before and after school. Blake has type 1 diabetes and is still learning how to monitor and manage his blood glucose levels.

How is information about Blake's health requirements communicated between the service and the school?

## 2 Discussion Point



### school age children

The *Guide to the National Quality Framework* offers for school age care the following reflective question relating to NQS Element 2.1.1:

How do you seek information from children and families about children's wellbeing, physical comfort or personal needs, and support children sensitively within the service?

Discuss your response to this question.

## 2 Discussion Point

In the NQS, to achieve a rating of Exceeding NQS for any standard, the three Exceeding NQS themes need to be reflected in service practice for that standard. In addition to meeting the requirements of a standard, practice for that standard needs to be:



Discuss examples of what Exceeding NQS practice might look like in an OSHC service for Standard 2.1 (Health).

## 2 True or False

Educators and service leaders are required to set the menu for meals and snacks in outside school hours care programs as children are likely to choose unhealthy options.

**Answer:** False. The NQS promotes healthy lifestyles. Providing opportunities for children to be involved in setting healthy menus provides an opportunity to recognise children's agency, involve them in decision making and promote healthy eating and food choices.

**OSHC  
Quality Area 2**



**Children's health and safety**

**OSHC  
Quality Area 2**



**Children's health and safety**

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Quality Area 2**



**Children's health and safety**

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**Children's health and safety**

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Quality Area 2**



**Children's health and safety**

**OSHC  
Quality Area 2**



**Children's health and safety**

**OSHC  
Quality Area 2**



**Children's health and safety**

### 3 Discussion Point

How do the features of the physical environment of your service ensure that younger children are safe, while older children are provided with appropriate levels of challenge?

How might you improve on this?

### 3 Scenario

Your OSHC service has a large outdoor environment that the children use every day to play sports in large groups. It rarely rains at your location, and so children are familiar with regularly engaging in these types of activities. Unexpectedly, the forecast for next week predicts heavy rain for most of the week. You cater for a large number of children and the indoor space doesn't allow for large gross-motor activities.

What plans would you put in place for the rainy week ahead?

### 3 Discussion Point

How are children supported to develop a sense of care and respect for the physical environment and the resources available to them?

### 3 Multiple Choice

The outdoor space requirements for OSHC services are:

- (a) different to long day care services and preschools
- (b) 3.5 square metres for each child educated and cared for
- (c) context specific and decided in collaboration with the regulatory authority
- (d) **None of the above**

**Answer: (d)** The National Regulations require centre-based services to have at least seven (7) square metres of unencumbered outdoor space per child being educated and cared for (**Regulation 108**).

### 3 True or False

Fencing requirements outlined in the National Regulations **do not apply** to OSHC services if they primarily provide education and care to children over preschool age.

**Answer:** True. Education and Care Services National Regulations (**Regulation 104**)

### 3 Discussion Point

Delivering school age care programs in shared settings can be challenging when considering and implementing environmentally responsible practices and programs.

Identify and discuss the school's approach to children becoming environmentally responsible. Do they have sustainable practices, rules and guidelines that you can build into your program and practices?

### 3 True or False



#### school age children

The *Guide to the National Quality Framework* identifies that, in assessing a school age care service against NQS Element 3.1.1, an assessor may seek evidence of appropriate areas, furniture and resources for children to rest and relax.

**Answer:** True

### 3 Discussion Point

In the NQS, to achieve a rating of Exceeding NQS for any standard, the three Exceeding NQS themes need to be reflected in service practice for that standard. In addition to meeting the requirements of a standard, practice for that standard needs to be:



Discuss examples of what Exceeding NQS practice might look like in an your service for Standard 3.2 (Use).

**OSHC  
Quality Area 3**



**Physical environment**

**OSHC  
Quality Area 3**



**Physical environment**

**OSHC  
Quality Area 3**



**Physical environment**

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Quality Area 3**



**Physical environment**

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Quality Area 3**



**Physical environment**

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Quality Area 3**



**Physical environment**

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Quality Area 3**



**Physical environment**

**OSHC  
Quality Area 3**



**Physical environment**

## 4 True or False

The national educator to child ratio for services providing education and care to school age children is 1:15.

**Answer:** True. From 1 October 2017, the educator to child ratio for school age children is 1:15. Some states and territories may have higher ratios. Check the jurisdiction-specific regulations for your service.  
**Visit:** [www.acecqa.gov.au](http://www.acecqa.gov.au)

## 4 Scenario

Ivan and Vassar are new educators starting at your service. What are the procedures and supporting documentation available to assist them to learn about the service's processes, routines, families and children?

How could these be improved on?

## 4 Scenario

Sam is an educator who works two afternoons a week at your service. Sam has been working at the service for almost two months and seems to be reluctant to interact with families, instead focusing on packing away or reorganising children's experiences.

How could you work with Sam in a respectful and collaborative way to build his confidence to engage with families?

How would this approach demonstrate learning from each other?

## 4 Scenario

Thahn has been working at your service for over 12 months and is doing some amazing things with the program.

What are some of the ways that Thahn could share information about her approach to the service program development?

## 4 Discussion Point

When developing rosters, the *Guide to the National Quality Framework* suggests services consider familiarity and continuity for children and families.

Discuss how your service aims to achieve this.

How could this be improved upon?

If your rosters are developed centrally, how do you, or could you, provide input to them?

## 4 Discussion Point

What would the children in your outside school hours care service say if they were asked if the arrangement of educators suited them?

## 4 Discussion Point

How are the professional standards that guide practice, interactions and relationships in outside school hours care unique to this service type?

## 4 Discussion Point

Ask each educator which of their strengths and skills have been recognised while working at the service.

Are there other strengths and skills that other educators might be unaware of?

How could you share and use these?

**OSHC  
Quality Area 4**



**Staffing arrangements**

**OSHC  
Quality Area 4**



**Staffing arrangements**

**OSHC  
Quality Area 4**



**Staffing arrangements**

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Quality Area 4**



**Staffing arrangements**

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Quality Area 4**



**Staffing arrangements**

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Quality Area 4**



**Staffing arrangements**

**OSHC  
Quality Area 4**



**Staffing arrangements**

**OSHC  
Quality Area 4**



**Staffing arrangements**



## 5 Discussion Point

How do you collaborate with children to promote their sense of agency and independence?

How do these approaches improve outcomes for children?

## 5 Discussion Point

How do you acknowledge older children's complex relationships and sensitively intervene in ways that promote social inclusion?

Share an example of when this approach may not have had the desired outcome.

How did you adapt to the situation?

## 5 Scenario

Billy is an eight year old attending your OSHC service three afternoons a week. Billy has established a close relationship with Andy, an educator in your service. Billy enjoys talking to and playing sports with Andy and will always ask another educator where Andy is if he cannot find him. It is rare to see Billy anywhere other than by Andy's side, and he does not engage with other children unless Andy is also participating.

What strategies might you implement to foster Billy's relationships with his peers?

## 5 Scenario

Ashley is a ten year old attending your service five days a week. When Ashley first started, she had a large friendship group. Ashley and her friends would play together every afternoon. In the last week you have noticed that Ashley no longer engages with her friendship group. Instead, she sits quietly by herself and does not voluntarily talk to anyone in the service. You have also noticed that the friendship group she used to engage with often glance over at her and then laugh quietly to themselves.

What might be happening with Ashley and her friendship group? What actions might you take in this situation?

## 5 Multiple Choice

*My Time, Our Place: The Framework for School Age Care in Australia* acknowledges the importance of:

- (a) Highly structured schedules
- (b) Completing tasks before children go home
- (c) Play and leisure in children's learning and development**
- (d) Worksheets providing the foundation for learning.

**Answer: (c)**

## 5 Discussion Point

How does the dignity and rights of every child being maintained in your Outside School Hours Care Service translate into children knowing their rights?

## 5 Discussion Point

Do children's ages influence the ways in which you interact and respond to them?

Do the relationships you have with younger and older children in your service differ in any way?

How might this impact on the children and other educators?

## 5 True or False

The *Guide to the National Quality Framework* (accessible from the ACECQA website) provides a tick box checklist of what services need to do to achieve a rating of Exceeding NQS for Standard 5.1 (Relationships between educators and children).

**Answer: False.** The Guide includes useful information in the section: **Exceeding Guidance for Standard 5.1 Relationships between educators and children.** Instead of providing a prescriptive checklist, it includes helpful information and examples to build an understanding of the three Exceeding NQS themes.

**OSHC  
Quality Area 5**



**Relationships with children**

**OSHC  
Quality Area 5**



**Relationships with children**

**OSHC  
Quality Area 5**



**Relationships with children**

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Quality Area 5**



**Relationships with children**

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**Relationships with children**

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Quality Area 5**



**Relationships with children**

**OSHC  
Quality Area 5**



**Relationships with children**

**OSHC  
Quality Area 5**



**Relationships with children**

## 6 Discussion Point

How do you share information about changes to service operations or children's progress with families who are time poor?

## 6 Discussion Point

What are, or could be, the steps you take to involve enrolled children in the orientation of new children and their families?

## 6 Discussion Point

How do you share information from families with educators in the before-school, after-school and vacation-care components of the service (if applicable)?

Is this information also shared with the child's school?

## 6 Scenario

A group of children in your service have developed an interest in gardening and growing vegetables. The children are especially excited when they are able to help prepare meals or snacks using the herbs from the vegetable garden.

Are there any ways in which you could engage with families, the school or the local community in your area to extend this interest and develop relationships and partnerships?

## 6 Discussion Point

How well do educators know the community in which your service is operating?

Discuss your responses to the following questions:

- Who are the traditional owners of the land upon which your service is located?
- How can the data from the Australian Early Development Census be used to inform your understanding of the children living in your community?
- What are the contact details for your Australian Government-funded Inclusion Agency?

## 6 Scenario

This term, your service wants to focus on critical reflection for professional development for educators, but your service has a limited pool of resources. You have costed some options, and the team agrees it would be beneficial to link with other services to share costs, ideas and strategies.

Brainstorm how you could use ACECQA's *National Quality Framework (NQF) Snapshot* data (available at [acecqa.gov.au/nqf/snapshots](http://acecqa.gov.au/nqf/snapshots)) to access information about rating outcomes for services in your area and to identify services that may also need help with critical reflection.

## 6 Discussion Point

National Quality Standard 6.1 requires that:

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Discuss some examples of what practice would look like at the Exceeding NQS level, considering the three Exceeding NQS themes:

Embedded in service operations

Informed by critical reflection

Shaped by meaningful engagement with families and/or the community

## 6 Multiple Choice

A parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service. An approved provider or nominated supervisor would not be required to allow a parent to enter if permitting the parent's entry:

- (a) poses a risk to the safety of the children and staff of the service
- (b) conflicts with any duty under the Law
- (c) contravenes a court order
- (d) all or any as listed under Education and Care Services National Regulations, Regulation 157.**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

**OSHC  
Quality Area 6**



**Collaborative partnerships with families and communities**

## 7 Discussion Point

How are children involved in the process of employing new educators?

How are children's opinions of potential employees heard and taken into account?

Discuss the challenges and benefits of including children in the process?

## 7 Discussion Point

How are roles and responsibilities clearly communicated between educators?

Reflect on any systems or strategies in place to ensure communications are consistent?

Consider how these may be improved upon.

## 7 Discussion Point

School age children can provide valuable insight into your service practice.

How do you involve children in your Self - Assessment process?

How are children provided with opportunities to contribute to your Quality Improvement Plan?

How could you consider and seek their opinions and ideas on a regular basis and embed this practice?

## 7 Scenario

Your OSHC service operates on the premises of a primary school. You are approved to use the hall as the indoor environment for children. At times when you go to set up the environment, it is empty and clean. At other times, it has bulky items and rubbish scattered over the floor from school activities that have occurred in the space.

How would you collaborate with the school to ease the process of setting up the environment and operating your service?

## 7 True or False

An Outside of School Hours Care education and care service is not required to appoint an educational leader.

**Answer:** False. All approved education and care services must appoint an educational leader who is responsible for leading the development of the curriculum at the service. (Education and Care Services National Regulations, **Regulation 118**).

In addition, NQS element 7.2.2 requires that the educational leader is supported in this role.

## 7 Multiple Choice

The *Guide to the National Quality Framework* provides examples of what an authorised officer may sight during an assessment against NQS element 7.2.3 (Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development).

Which of the following examples are included?

- (a) Individual performance plans
- (b) Documented position descriptions
- (c) Evidence that performance reviews are conducted regularly
- (d) All of the above.**

## 7 Multiple Choice

Following an open, honest and critically reflective self-assessment of current practice in an Outside School Hours Care service, the next step is to identify the opportunities where quality improvements can be made and to plan effectively to implement them.

The Quality Improvement Plan must be reviewed and revised having regard to the National Quality Standard at least:

- (a) Twice each year
- (b) Before assessment and rating
- (c) Annually as required under Regulation 56**
- (d) After assessment and rating.



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**OSHC  
Quality Area 7**



**Governance and leadership**

**OSHC  
Quality Area 7**



**Governance and leadership**

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Quality Area 7**



**Governance and leadership**

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**Governance and leadership**

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**Governance and leadership**

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Quality Area 7**



**Governance and leadership**

**OSHC**



**Outside School Hours Care**