Embedding Professional Standards for Educators in Outside School Hours Care

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ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Yuggera People who are the Traditional Owners and caretakers of the Land on which we gather, work and play.

We pay our respect and give thanks to Elders of the past, present and emerging and thank them for their wisdom, their continued connection to Country and for maintaining their knowledge, traditions, memories, stories, and histories. We appreciate the kinship and self-determination demonstrated by the Traditional Custodians of the Land, and we will continue to learn from the Yuggera people to ensure we are being respectful in the way we live, play and care for Country.

Thank you for teaching us how to love and care for the Lands that we call home, and for giving us a history for all to share as we play and learn.

Written with the children of YMCA Warrigal Road OSHC in February 2024

Question

Research question:
"How can we effectively embed Professional Standards for Educators in Outside School Hours Care?"

Context: Qualification Requirements

Queensland:

- Coordinators/ Nominated Supervisors must hold relevant 2-year qualification.
- At least 50% of educators must hold or be actively working towards a Cert-III or higher relevant qualification
- 8 areas of study that are approved as relevant (currently 297 different specific approved qualifications on ACECQA list for QLD)
    - early childhood education and care qualification
    - behavioural science
    - community services
    - creative arts, fine arts, drama or music
    - nursing, paramedicine, physiotherapy, occupational therapy, diversional therapy or speech pathology
    - primary, secondary or special education
    - sport and recreation
    - human welfare studies and services.

Context: Qualification Requirements

South Australia:

- In South Australia, a two-tiered qualification system now applies to Outside School Hours Care (OSHC) services. The first qualified educator, present at all times the service operates, must hold a diploma (or higher) qualification approved by the Education Standards Board SA.
- Subsequent educators required to meet the qualified educator-to-child ratio can hold a Certificate III (or higher)
- Successful completion of 50% of a diploma is considered equivalent to a Certificate III.
- Relevant qualifications are qualifications falling under three categories; education, care, or disability.
- Currently 38 different specific approved qualifications on ACECQA list for SA

Context: Qualification Requirements

Western Australia:

- In Western Australia, the First Qualified Educator must hold or have completed 50% and be actively working to complete a relevant approved qualification
- Subsequent Qualified Educators must also hold a relevant approved qualification
- Based on a table outlined in Reg 369, there can be a mixture of qualified and unqualified educators in ratio depending on numbers of children
- The qualification categories vary slightly for First Qualified Educator and Qualified Educator, broadly falling under the categories of diplomas in education, recreation, sport science, leisure studies, social and behavioural science, nursing or allied health, and Cert III or higher in studies relating to children aged 4-14 years
- Currently 17 different specific approved qualifications on ACECQA list for WA

Context: Qualification Requirements

Northern Territory:

- In the Northern Territory, at least 50% of staff working directly with children must hold either:
    - an approved qualification listed on the ACECQA website
    - a 2-year accredited post-secondary course in child care, or
    - a post-secondary sports and recreation or teaching qualification.
- Currently only 1 specific approved qualifications on ACECQA list for NT:
    Any 'over-preschool age' qualification approved for work with children over preschool age in any participating jurisdiction

Context: Qualification Requirements

Australian Capital Territory:

- In the ACT, the qualification requirement for educators at a centre-based service educating and caring for children over preschool age is at least 1 qualified educator for every 33 children (ratio of 1:11)
- The First Qualified Educator must hold a Diploma from the approved list or have completed 2 years of and be working towards a degree in an approved field
- Subsequent Qualified Educators must hold a Cert III or higher in one of the approved qualifications; Early Childhood Education and Care, School Aged Care, School Based Education Support, Leisure and Health, Lifestyle and Leisure, Youth Work
- Currently 15 different specific approved qualifications on ACECQA list for ACT, with broad scope for international qualifications to be approved

Context: Qualification Requirements

New South Wales:

There are currently no minimum qualifications for any educator in a NSW OOSH service, including for Coordinators/ Directors, Educational Leaders and Responsible Persons.
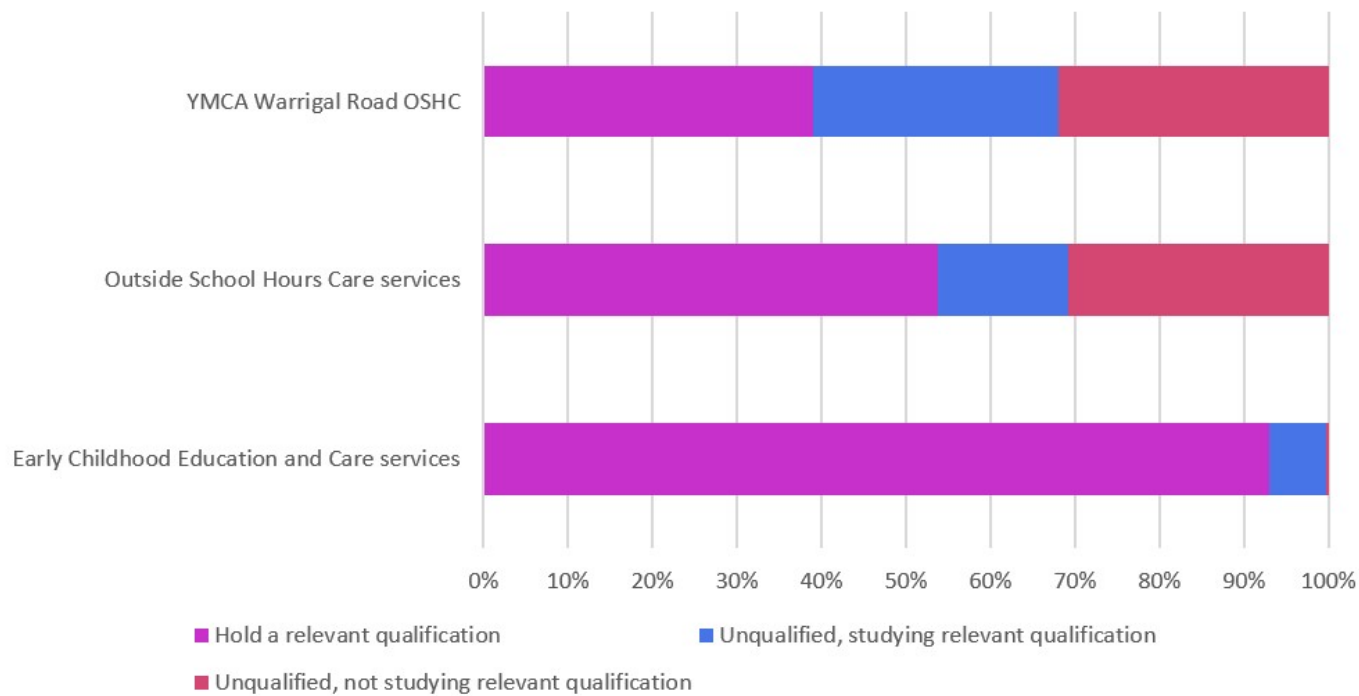
Context: Qualification Requirements

Victoria:

- In VIC, at least half of the educators needed to meet the required staff-to-child ratio for children over preschool age must either have a diploma-level qualification or be working toward one, as listed in the approved qualifications for Victoria
- The other educators needed for the ratio must:
  - Have or be working toward a certificate III qualification in education and care for children over preschool age, or
  - Start working on this qualification within 6 months of starting their job.
- There are currently 39 different specific approved qualifications on ACECQA list for VIC, with fields health or allied health including audiology, speech pathology, occupational therapy, psychology, social work, physiotherapy, dietetics and specialist therapies such as music and movement.

Context: Workforce qualifications

Proportion of qualified educators in ECEC services

Legend:
- Hold a relevant qualification (magenta)
- Unqualified, studying relevant qualification (blue)
- Unqualified, not studying relevant qualification (red)

Categories: YMCA Warrigal Road OSHC, Outside School Hours Care services, Early Childhood Education and Care services

Context: Workforce qualifications

In Queensland, approximately 319 different qualifications are considered "qualified" for Outside School Hours Care (OSHC). These are wide- ranging including:

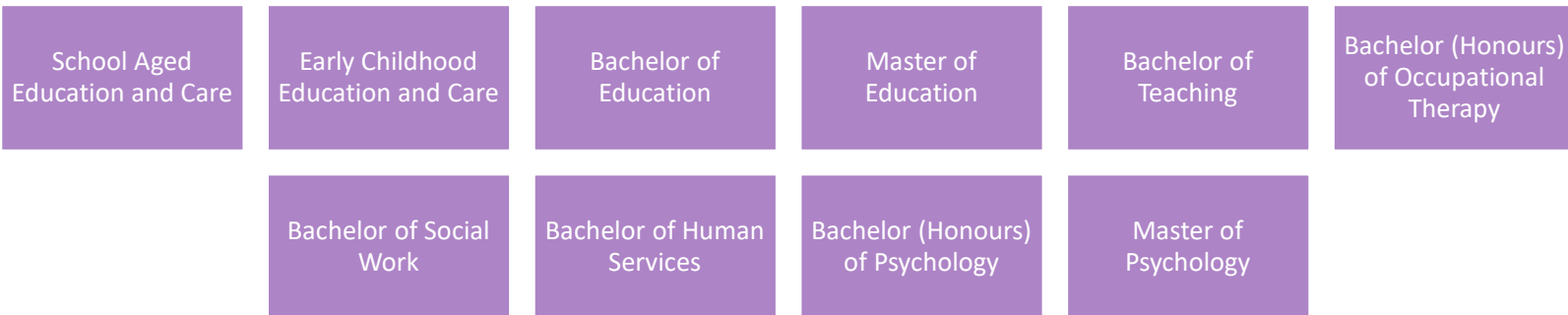|						
Leisure and health	Youth Work	Behavioural Sciences	Nursing	Paramedicine	Physiotherapy	Occupational Therapy
Diversional Therapy	Speech Pathology	Teaching	Sport and Recreation	Creative Arts	Fine Arts	Drama
	Music	Psychology	Languages	Audiology	School Aged Education and Care	a further range of international qualifications

Source: ACECQA

Context: Workforce qualifications

At YMCA Warrigal Road, educators currently hold qualifications in or are considered as qualified while studying in these fields:

School Aged Education and Care	Early Childhood Education and Care	Bachelor of Education	Master of Education	Bachelor of Teaching	Bachelor (Honours) of Occupational Therapy
	Bachelor of Social Work	Bachelor of Human Services	Bachelor (Honours) of Psychology	Master of Psychology	

While our "unqualified" educators are currently studying in these fields:

Computer Science	Arts	Business	Science	Animation	Podiatry	Architecture

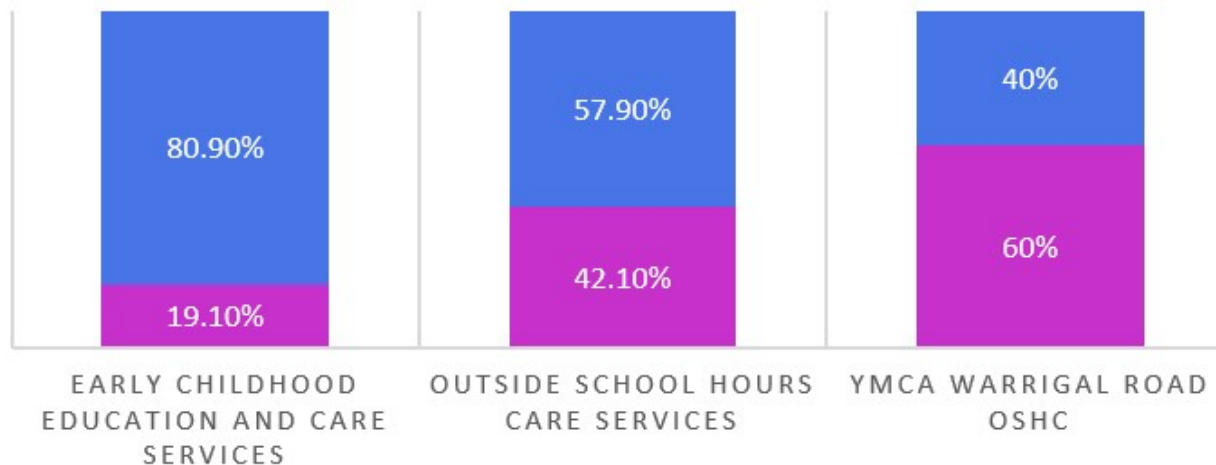# Context: Workforce age *(inferred experience)*

COMPARISON OF AGE OF ECEC EDUCATORS

■ Aged under 25 years   ■ Aged over 25 years

EARLY CHILDHOOD EDUCATION AND CARE SERVICES
- 80.90%
- 19.10%

OUTSIDE SCHOOL HOURS CARE SERVICES
- 57.90%
- 42.10%

YMCA WARRIGAL ROAD OSHC
- 40%
- 60%

Context: Other Census Data

66% of the OSHC workforce work less than 19 hours per week on average, compared to 19.9% of LDC workforce.

OSHC employs 27% more male educators than LDC – possibly due to broader range of qualifications accepted

The qualification requirements for OSHC differ by state – the Census data showing proportion of qualified staff was national and therefor data may be skewed by this, e.g. in Queensland 319 recognized qualifications with requirement for 50% of staff on site to be qualified for ratio, whereas no qualification requirements exist in NSW.

This workforce diversity is actually a strength of the sector – but does present challenges in training and onboarding

Context: YMCA Warrigal Road recruitment challenge

In September 2022 YMCA Warrigal Road OSHC increased capacity from 120 to 150 children.

Around the same time, several existing educators completed their Bachelor degrees within a few months of each other.

At this time, an application Inclusion Support Funding for an additional educator to lower overall ratios was approved.

As a result, the service had to recruit a large number of new educators in a short time frame: November 2022 to January 2023 the service recruited and onboarded eight new educators.

This would mean that including recent hires, at the end of January, for a team of 22 staff 50% of the workforce at that time would have been working in the service for less than six months.

Existing YMCA onboarding process

1. 8 hour online induction involving reading policies, procedures and online training

2. On-site induction shift with 3 out-of-ratio training shifts

3. Shift reviews held in consultation with the Coordinator and the new educator after the first, second and fifth shift review which focus on compliance based competencies (e.g. WHS induction, policies)

4. Performance and Development Reviews held in consultation with the Coordinator and the new educator after one month, two months, three months, and five months measuring qualities such as "quality of work" and "technical knowledge" against a scale of 1-5 without explanation of meaning of these terms, with additional feedback given on key strengths and improvement suggestions.

5. A declaration after the six month mark and the completion of the probationary period for new educators

Challenges

Coming into Summer Vacation Care – an already challenging time for educators due to longer days, different routines (excursions, incursions) and increased behaviour support needs.

The existing team would be under additional pressure with 50% of the workforce new and still "under probation".

The existing onboarding process is vague and used across the organisation, not OSHC specific. Much of the essential knowledge is OSHC and even service- specific.

Onboarding so many new educators in a short period of time – how to ensure quality and consistent training? How to build educator confidence and competence?

Even recruiting "qualified" staff - of the 8 new educators, not one had ever worked in OSHC or ECEC before despite being "qualified"

OSHC Professional Standards for Educators

QCAN describes the purpose of the standards in the 'Outside School Hours Care Professional Standards for Educators' publication as

"a public statement of what constitutes educator quality. They define the work of educators and make explicit the elements of high-quality, effective Outside School Hours Care provision in quality services that will contribute to enhancing outcomes for children. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across educators' careers..."

OSHC Professional Standards for Educators

DOMAINS	STANDARDS
Professional Knowledge	1. Understand children and how they develop 2. Know the Framework and how it informs the program and curriculum decision making
Professional Practice	3. Design and deliver an effective program for all children 4. Create and maintain supportive and safe environments 5. Evaluate, assess and provide relevant feedback on children's experiences
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, families and the community

OSHC Professional Standards for Educators were designed to align with the AITSL Australian Professional Standards for Teachers.

Of the 23 casual staff employed at YMCA Warrigal Road OSHC, 10 (43%) had either completed teaching degrees or were pre-service teachers studying education, and familiar with the AITSL Australian Professional Standards for Teachers.

This alignment further encourages pre-service teachers to see their work in OSHC in a more professional context, and clearly demonstrates how the skills are transferable between OSHC and formal education contexts.

Of the 8 new educators hired, 5 were studying a Bachelor of Education and familiar with the AITSL Australian Professional Standards for Teachers.

Theoretical frameworks used

Lev Vygotsky's Sociocultural Learning Theory

Applied to adult learning to describe how new educators would learn the role of an educator best by applying the principals of Vygotsky's sociocultural theory, specifically the Zone of Proximal Development.

With the specific and measurable outline for initial training, educators are given a strong foundation to work from as they develop their skills as an educator. Using the assessment templates created for YMCA Warrigal Road OSHC, educators do not progress to the next stage "e.g. foundation, developing, proficient, lead" of the Professional Standards until they demonstrate they are meeting the expectations of the previous level.

Theoretical frameworks used

<u>Kolb's Experiential Learning Theory</u>

1. Concrete Experience: Participating in a new activity or experience

2. Reflective Observation: Considering and reflecting on the experience

3. Abstract Conceptualization: Developing theories or concepts based on the reflections.

4. Active Experimentation: Testing these new ideas to see how they function in practice.

The templates created by YMCA Warrigal Road OSHC that incorporate the Professional Standards into the training and induction process actively engages new educators in both stages 1 and 2 of this learning theory, and builds their capability and confidence to be able to self-direct their own learning through stages 3 and 4.

Theoretical frameworks used

<u>Jack Mezirow's Transformative Learning Theory</u>

Jack Mezirow's Transformative Learning Theory focuses on how adults can shift their perspectives through critical reflection and new experiences. This was embedded into the revised onboarding documents and self-assessment components of the Professional Standards assessment tools.

Methodology

Ethnographic research

Case Study – YMCA Warrigal Road OSHC

Action Research project

Case study – 8 new educators onboarded, in comparison with 5 educators onboarded in 18 months prior to project commencement

Qualitative research

Methodology

Revised onboarding process (maintained existing process, adding in additional steps to provide a greater amount of training, consistent training and using the Professional Standards as a training and assessment tool to increase specificity of training

Initial onboarding and training incorporated site-specific training (supervision plans, routines etc) as well as role-specific training (documentation and observations, use of technological programs such as Qikkids kiosk on iPad and StoryPark) aligned with YMCA Educator job description

Methodology: modified onboarding and training process

1. An 8 hour online induction involving reading policies, procedures and online training

2. An on-site induction shift with 8 out-of-ratio training shifts, including one Educational Leader/ mentoring meeting to introduce the NQF and NQS

3. The creation of a site-specific induction checklist with specific tasks and duties for educators to complete by the end of the first eight shifts of training, given to the educator on the day of their first shift

4. Shift reviews held in consultation with the Coordinator and the new educator after the first, second and fifth shifts

5. At the completion of the site-specific induction checklist, the educator would be given an assessment tool based around the "Foundation" level of the Professional Standards, which would be assessed at the three month mark.

Methodology

6. Performance and Development Reviews held in consultation with the Coordinator and the new educator after one month, two months, three months, and five months

7. During the three month review, the Professional Standards document was given to the educator to first complete a self-assessment, and this was then reviewed in consultation with the Coordinator. At the conclusion of this meeting, if the educator was assessed to be meeting the Foundation level of the Professional Standards overall, they would be given the assessment tool that was based on the Developing level of the Professional Standards, which would be assessed at six months of employment.

8. After six months, the educator would self-assess using the template against the Developing level, and review in consultation with the Coordinator. If issues were identified that caused the educator to be assessed as not meeting the Developing benchmark in the Professional Standards, a performance plan and review date would be made and if the educator was assessed to be meeting the Developing benchmark, they would be given the assessment tool for the Proficient benchmark, to be assessed after 12 months and then annually from there.

Methodology

8. A declaration after the six month mark and the completion of the probationary period for new educators.

9. Annual performance and development review cycle using the Professional Standards assessment, with the Proficient level as the benchmark to work towards, with opportunity to demonstrate skills in the Lead level.

Methodology: the assessment tool

This tool has explanations and definitions for the expectation at that level, and the opportunity for educators to be assessed as below, at or above that level, as well as a review of key strengths and goals for improvement on conclusion.

This document was given to educators in advance so that they would have the opportunity to be active participants in their own learning and seek learning and development opportunities when they saw a standard they could not yet meet.

The template of both the three- and six-month documents was the same, with only the descriptions of the standards changing to reflect the expectations of those levels. If the educator was assessed as not meeting the Foundation level, further support, training, development or performance management could be provided depending on individual situations, and reassessment possible after one week. Doing this at the three-month mark allowed for cohesion with the YMCA Queensland three-month review, and for any potential issues or concerns to be addressed early in the educators tenure.

Example: site-specific induction checklist

YMCA Warrigal Road OSHC New Staff Training Schedule

Educator name	
YMCA OSHC Service	

Training Shifts (not yet in ratio)	Date	Comments
Observation Shift + WHS Training Shift		
Buddy Shift 1 – Before School Care (indoors)		
Buddy Shift 2 – After School Care (indoors)		
Buddy Shift 3 - Before School Care (outdoors)		
Buddy Shift 4 - After School Care (outdoors)		
Buddy Shift 5 – breakfast		
Buddy Shift 6 – afternoon tea		
Buddy Shift 7 – Before School Care (open shift, travel path checklist, preps, cleaning checklist)		
Buddy Shift 8– After School Care (travel path checklist, preps, close shift)		
Educational Leader Training Shift		

Training Checklist To complete over the first month of employment.	No	Yes	Comments Do you need more training or support in this?
Observe an open shift			
Observe a closing shift			
Work a morning shift			
Work an afternoon shift			
Completed a Travel Path Checklist			
Completed cleaning tasks and marked them off on the Cleaning Checklists			
Observed a breakfast shift			
Observed an afternoon tea shift			
Supervised the oval, including supervision plan review			
Supervised the hall, including supervision plan review			
Supervised the resource area, including supervision plan review			
Supervised the prep playground, including supervision plan review			
Supervised the Greenhouse inside area, including supervision plan review			
Supervised the Year 1 Playground area, including supervision plan review			
Supervised the Year 2/3 Playground area, Including supervision plan review			
Supervised the oval play area and tennis courts, including supervision plan review			
Supervised toilet runs, including supervision plan review			
Written and posted an introduction post on StoryPark			
Created your educator "all about me" sheet			
Started your professional standards portfolio			
Know how to access resources			
Know where to find the menu, program and important service information			
Know how to sign in/ out on TimeTarget, Staff Sign-On Sheet and Timesheets			
Know how to access roster and input availability and leave requests on HumanForce			
Create a learning story on StoryPark and post it			
Attend a staff meeting			
Take Preps to school			
Pick up Preps from school			

Sign children in on the iPad		
Complete a paper head count		
Complete an iPad head count		
Plan an activity, set up the play space with resources and document the activity		
Have a copy of the *My Time, Our Place* framework and National Quality Standards		
Refer to MTOP Principles, Practices and Outcomes in at least three learning stories/ observations/ critical reflections posted on StoryPark		
Write an Incident Report		
Write a File Note		
Write a Safeguarding Report		

Overall Achievement:

Key Strengths	
Key Improvement Goals	
General Comments	

Authorisation of Training

Person		Name	Signature	Date
Assessor Area Coordinator, Coordinator or Educational Leader				
Educator				

Once this training schedule is complete, you will be given the "YMCA New Educator Induction – 3 Month Review: OSHC Professional Standards for Educators". Please record evidence in the comments section of that document and complete the document before your 3 month shift review.

Example: 3 Month Review using OSHC Professional Standards

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YMCA New Educator Induction - 3 Month Review: OSHC Professional Standards for Educators

Educator name	
YMCA OSHC Service	
Assessor name	
Assessor position	
Date and time of assessment	

During this 3 month review period your assessor (Coordinator or Educational Leader) will assess new educators across the *Outside School Hours Care Professional Standards for Educators (Foundation Level)*. These statements describe what educators must demonstrate at certain levels of experience; Foundation level by 3 months, Developing level by the end of the probation period at 6 months, and working towards Proficient and Lead levels throughout their career in Outside School Hours Care. Therefore, this report will assess the educator's progressive development against the expected level. Further information about the *Outside School Hours Care Professional Standards for Educators* can be accessed at: https://www.oshcprofessionalstandards.org.au/

The assessment will be graded at the following standards for this review:

B = Below Foundation Level: little or no evidence of knowledge, practice and engagement or awareness that meet the *Outside School Hours Care Professional Standards for Educators* Foundation Level

F = Foundation Level: consistent evidence of knowledge, practice and engagement that demonstrates the descriptors at the Foundation Level

E = Exceeding Foundation Level: consistent evidence of knowledge that exceeds the descriptors at the Foundation Level

Outside School Hours Care Professional Standards for Educators (Foundation Level) Assessment

Specific Standard (Foundation Level)	B	F	E	Comments
Standard 1: Understand children and how they develop				
1.1 Holistic development of children Demonstrate awareness of basic benchmarks for growth and development				
1.2 Understand children's preferences, learning, needs and interests Demonstrate awareness of individual differences in development and learning				
1.3 Children's diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate awareness of children's diverse linguistic, cultural, religious and socioeconomic backgrounds				

1.4 Strategies for engaging Aboriginal and Torres Strait Islander children Demonstrate awareness of appropriate strategies for engaging Aboriginal and Torres Strait Islander Children				
1.5 Differentiate practice to meet the individual needs of children across the full range of abilities Demonstrate awareness of approaches to differentiate practice to meet the individual needs of children				
1.6 Strategies to support full participation of children with a disability Demonstrate awareness of strategies to support full participation of children with a disability				
Standard 2: Know the Framework and how it informs the program and curriculum decision making				
2.1 Framework content and practice Demonstrate awareness of the Framework				
2.2 Program design and organisation promoting learning opportunities Support the organisation of the program to encourage each child's learning				
2.3 Framework evaluation and communication/ sharing Demonstrate awareness of evaluation strategies and their purpose				
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate awareness of Aboriginal and Torres Strait Islander histories, cultures and languages				
2.5 Framework outcomes Demonstrate awareness of the Framework outcomes				
Standard 3: Design and deliver and effective program for all children				
3.1 Establish challenging goals for learning Understand the purpose of goals for learning				
3.2 Organise and structure an effective program Understand and support program organisation and structure				

5.3 Make informed and purposeful decisions Demonstrate awareness of helpful decision making				
5.4 Interpret and analyse information Demonstrate awareness of approaches to interpret and analyse information				
5.5 Make children's learning visible Demonstrate awareness of approaches to make children's learning visible				
Standard 6: Engage in professional learning				
6.1 Identify and plan professional learning needs Demonstrate awareness of Professional Standards				
6.2 Engage in professional learning and improve practice Demonstrate awareness of professional learning opportunities				
6.3 Engage with colleagues and improve practice Demonstrate awareness of feedback opportunities				
6.4 Apply professional learning and improve outcomes for children Demonstrate awareness of the relationship between professional learning and improving outcomes for children				
Standard 7: Engage professionally with colleagues, families and the community				
7.1 Meet professional and ethical responsibilities Demonstrate awareness of professional and ethical responsibilities				
7.2 Comply with legislative and organisational requirements Demonstrate awareness of legislative and organisational requirements				
7.3 Implement quality frameworks and standards Demonstrate awareness of quality frameworks and standards				
7.4 Engage with families Demonstrate awareness of families perspectives				
7.5 Engage with professional educator networks and broader communities Demonstrate awareness of professional networks				

Overall Achievement:

Below Foundation Level	Foundation Level	Exceeding Foundation Level
The educator has demonstrated development in some of the assessed professional standards, but progress is below the Foundation Level in more than 3 specific standards. *If an educator achieves this outcome, create action plan with Coordinator and reassess in 2-4 weeks.*	The educator has demonstrated knowledge and skills at the Foundation Level for most of the assessed standards, with no more than two areas assessed as below Foundation Level. *If an educator achieves this outcome, they can move on from 3 month review.*	The educator has demonstrated knowledge and skills above the Foundation Level for at least 5 specific standards, and no standards are assessed as below Foundation Level. *If an educator achieves this outcome, they can move on from 3 month review.*

Assessment Outcome (from above)	
Key Strengths	
Key Improvement Goals	
General Comments	

Authorisation of Assessment

Person	Name	Signature	Date
Assessor			
Coordinator or Educational Leader			
Educator			

Example: comparison of levels

Specific Standard (Foundation Level)	B	F	E	Comments
Standard 1: Understand children and how they develop				
1.1 Holistic development of children Demonstrate awareness of basic benchmarks for growth and development				

Specific Standard (Developing Level)	B	D	E	Comments
Standard 1: Understand children and how they develop				
1.1 Holistic development of children Identify benchmarks related to physical, cognitive, language and communication, social and emotional and creative development				

Specific Standard (Proficient Level)	F	D	P	L	Comments
Standard 1: Understand children and how they develop					
1.1 Holistic development of children Identify and communicate benchmarks related to physical, cognitive, language and communication, social and emotional and creative development and use this to promote growth and development					

Foundation level- 3 months

Developing level- 6 months (end of probation)

Proficient level- 12 months, annual performance review cycle

Findings

- Educators self-assessed and reported higher levels of confidence in role as Educator, across both qualified and unqualified cohorts

- Educators reported increased capacity in knowing the expectations of their role

- Educators were better able to critically reflect and accurately self-assess their own learning and development with clear expectations outlined

- Ability for educators by 6 months to undertake all aspects of role of an educator as per YMCA job description (assessed by management team of Coordinators, Assistant Coordinators, Educational Leader), more competently than other educators trained in traditional method

Findings

- Increased competence in all areas of OSHC Professional Standards for Educators, even in comparison to some educators employed for more than 12 months when assessed at 6 months

- Early identification of educators struggling with core aspects of the role, early intervention able to be offered

- Earlier than usual identification of educators excelling in areas, and ability to use Professional Standards document to fast- track educators into management and leadership roles

- Educators take their roles more seriously, and see themselves as professionals despite casual contracts and hours, other study

Recommendations

Roll-out at an organizational level	Data collection from multiple services to assess efficacy on a broader scale	Training for service leaders and managers on the OSHC Professional Standards for Educators, and application
OSHC Professional Standards for Educators to be used as part of annual performance review cycle	Professional Standards data used to determine individual, service or organization Professional Development and training needs	To adapt the OSHC Professional Standards for Management and Leadership into a similar format for use for upskilling, forward planning, performance review

Adapting this to your services

Start with the existing team – have them self-assess against the OSHC Professional Standards for Educators to identify skill gaps on an individual and widespread scale, and create a learning and development plan

Critically reflect on the service-specific onboarding and training process – include common skills gaps as part of general training program (e.g. active supervision) as well as essential information. Consider:

| what is service-specific – e.g. routines, software used, LTA, supervision plans, QIP? | What is organisation-specific - e.g. policies and procedures, organisational structure, incident reporting methods | What is sector-specific – e.g. *My Time, Our Place* framework, National Laws & Regs, OSHC Professional Standards for Educators |

Adapting this to your services

Consider a timeline – how long will you give new educators to learn skills? Will this be differentiated to different stages/ levels?

Consider different levels of achievement. What does "minimum practice" look like in your service (what basic level do you want each educator to be at) and what does "best practice" look like (what level should educators work towards achieving). *Recognise that some educators are not going to stay long term, their career goals are outside of OSHC and they may be studying another field, but we still want to upskill them to a basic standard.*
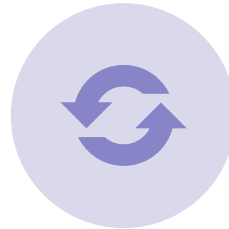
Consider how this will be implemented – who will be responsible? Can this be added to existing onboarding processes or will the process need to change? How will you check educators progress?
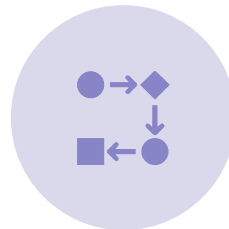
Consider how this will flow into your usual annual performance and development review process.

Questions or comments?

Thank you for listening