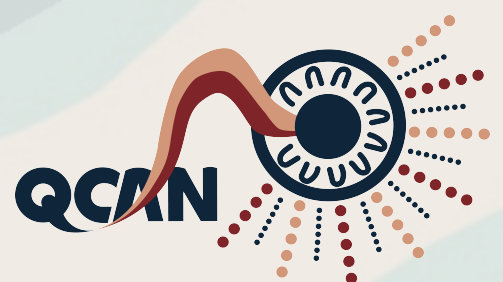


# OSHC PROFESSIONAL STANDARDS

f o r M a n a g e m e n t   a n d  
L e a d e r s h i p



*These Professional Standards for Management and Leadership are based on and evolve from the Professional Standards for Educators which were based on the Australian Professional Standards for Teachers developed by the Australian Institute for Teaching and School Leadership.*

# Outside School Hours Care Professional Standards for Management and Leadership

## The role of Service Managers and Leaders

Service Managers and Leaders broadly refers to any person engaged to manage, lead and be responsible for the day-to-day operations of an OSHC service. These positions are sometimes given various titles including: Coordinator, Director, Nominated Supervisor, Assistant Coordinator, Program Site Manager, Service Manager, Educational Leader, Lead Educator etc.

Service Managers and Leaders have significant responsibility for the effective management of OSHC services to ensure that all areas of the business's operations facilitate and contribute to quality service provision for children and families. These Professional Standards for Management and Leadership reflect and build on national and international evidence that effective management has a powerful impact on the success and quality of services provided at all levels across the organisation. Effective Service Managers and Leaders can be a source of inspiration for others and positively influence all stakeholders experiences with the organisation they lead. To continually enhance wellbeing, learning and development for all, managers and leaders must strive to understand and improve their impact.

## Purpose of the Standards

The Professional Standards for Management and Leadership are a public statement of what constitutes a Service Manager and Leaders' quality. They define the work of Service Managers and Leaders and make explicit the elements of high-quality, effective management and leadership practice. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across a Management and Leadership career. They present a common understanding and language for discourse between managers, governing organisations, professional associations and other officials.

Management and Leadership standards also inform the development of professional learning goals, provide a framework by which Service Managers and Leaders can judge the success of their work and assist in self-reflection and self-assessment.

## The context of Management and Leadership

In these standards both Management and Leadership capabilities are considered equally important and complementary to the roles and responsibilities of a person appointed to be in day-to-day charge of an OSHC service or as someone who supports the day-to-day operations of a service such as those positions listed in the introductory section above. For the purpose of these standards, the following definitions are applied in the context of both Management and Leadership being a process.

### Management

The act or art of managing: the process of conducting or supervising the business including administrating, overseeing, directing and controlling.

### Leadership

The act or the art of leading: the process of influencing others through encouraging them, building relationships and trust and being a source of wisdom and inspiration.

## For consideration

Research and a substantial, evolving body of knowledge inform the Leadership Requirements and the Professional Practices that are at the core of the OSHC Professionals Standards for Management and Leadership and show that:

- Effective leaders understand their impact
- Leadership must be contextualized, learning-centered and responsive to the diverse nature of Australian OSHC services
- Effective leadership is distributed and collaborative, with teams led by management and leadership staff working together to accomplish the vision and aims of the service
- The practices and capabilities of managers and leaders evolve as they move through their careers
- There is a consistent repertoire of core management and leadership practices and behaviours common to effective managers and leaders acknowledging some key personal qualities and capabilities that influence leadership effectiveness.

## Organisation of the Professional Standards for Management and Leadership

The Outside School Hours Care Professional Standards for Service Managers comprise seven Standards which outline what Service Managers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains; Professional Knowledge, professional Practice and Professional Engagement. In practice, the role of the Service Manager in Outside School Hours Care settings draws on aspects of all three domains.

Within each Standard, focus areas provide further illustration of Service Manager knowledge, practice and professional engagement. These are then separated into Descriptors at three professional career stages: Emerging, Proficient and Lead.

Implied in the standards is the technical and contextual knowledge of OSHC operations. These standards have been developed to complement and build on the OSHC Professional Standards for Educators. Please refer to that document for the further information on the crucial role of the educator and the purpose of those standards.

### Career stages and descriptions

Emerging	Proficient	Lead
Understands and demonstrates awareness and emerging practical application relevant to standard descriptor	Able to apply knowledge and skills to design, implement, review and evaluate management and leadership practice across the organisation	Able to support, guide and assist others to understand, interpret and apply relevant managerial and leadership responsibilities across the organisation
Underpins the early career development of management and leadership capacity	Skilled, capable, competent and suitably qualified service manager and leader	Highly experienced, effective and critically reflective service manager and leader who is able to lead both within and across organisations (a service manager or leader that is sought for mentoring and advice by other's who hold management and leadership responsibilities)

DOMAINS	STANDARDS	FOCUS AREAS AND DESCRIPTORS
Professional Knowledge	<ol style="list-style-type: none"> <li>1. Understand adult learning methods and principles for knowledge and skill acquisition</li> <li>2. Understand leadership</li> </ol>	Refer to standard at each stage
Professional Practice	<ol style="list-style-type: none"> <li>3. Team management and leadership</li> <li>4. Business operations and management</li> <li>5. Accountability and Ethics</li> </ol>	Refer to standard at each stage
Professional Engagement	<ol style="list-style-type: none"> <li>6. Performance improvement</li> <li>7. Community and stakeholder engagement</li> </ol>	Refer to standard at each stage

### Standard 1 - Understand adult learning methods and principles for knowledge and skill acquisition

Focus	Emerging	Proficient	Lead
1.1 Educators' acquisition of skills and knowledge	Demonstrates awareness of how educators acquire skills and knowledge in the organisation	Uses knowledge of adult learning principles and methods in the development and implementation of opportunities for educators to acquire skills and knowledge in the organisation	Critically reflects on educator development in the workplace and communicates with others varied and multiple strategies for effective acquisition of skills and knowledge across all areas of the organisation
1.2 Educators' preferences, strengths, needs and interests	Demonstrates awareness of educator (adult learner) preferences, strengths, needs and interests	Implements processes to gather information about learning preferences, strengths, needs and interests and uses the information effectively	Critically reflects on adult learning preferences, strengths, needs and interests in the workplace through accessing information sourced from both practice based evidence and evidence based practice
1.3 Educator learning and development opportunities	Demonstrates awareness of appropriate learning and development opportunities to support educators acquisition of skills and knowledge	Develops, sources and implements engaging and appropriate individual and group learning opportunities in the organisation	Critically reflects on learning and development opportunities provided to promote and enhance the full participation of all educators in their role
1.4 Competency development and assessment	Demonstrate awareness of how to make an assessment of competency in the workplace	Design and demonstrate understanding of levels of competence development in workplace learning and assessment tasks	Critically reflects on the development of competence in the workplace and the techniques used to assess competence and develop the capacity of other service leaders to make competency assessments

Focus	Emerging	Proficient	Lead
<p>1.5</p> <p>Understanding educator's diverse linguistic, cultural, religious and socioeconomic backgrounds</p>	<p>Demonstrate awareness of educators diverse linguistic, cultural, religious and socioeconomic backgrounds</p>	<p>Design and demonstrate workplace learning and development opportunities that are responsive to the strengths and needs of educators from diverse linguistic, cultural, religious and socioeconomic backgrounds</p>	<p>Critically reflects on workplace learning and development opportunities provided for educators from diverse linguistic, cultural, religious and socioeconomic backgrounds and engage with educators to improve opportunities available in ways that are culturally appropriate, sensitive, relevant and meaningful</p>
<p>1.6</p> <p>Strategies for engaging Aboriginal and Torres Strait Islander educators</p>	<p>Demonstrate awareness of appropriate strategies for engaging Aboriginal and Torres Strait Islander educators</p>	<p>Demonstrate understanding of the impact of culture, cultural identities, linguistic backgrounds and histories upon Aboriginal and Torres Strait Islander educators, and design workplace engagement strategies that are responsive to these needs</p>	<p>Critically reflects upon cultural safety within the service and ensures all Aboriginal and Torres Strait Islander educators have opportunities to lead discussions and participate in decision-making</p>

Standard 2 - Understand leadership			
Focus	Emerging	Proficient	Lead
2.1  Contemporary leadership styles and approaches	Demonstrates knowledge and awareness of contemporary leadership styles and approaches	Understands and implements contemporary leadership styles and approaches	Critically reflects upon contemporary leadership styles and approaches and supports others to develop contemporary leadership practice
2.2  Performance drivers (e.g. motivators)	Demonstrates knowledge and awareness of how to drive performance	Understands and implements effective performance drivers to motivate, engage and inspire	Critically reflects upon performance drivers and supports others to identify and understand how to influence and drive performance
2.3  Organisational and strategic leadership	Demonstrates knowledge and awareness of organisational and strategic leadership	Understands and implements effective organizational and strategic leadership across the service	Critically reflects on organisational and strategic performance and supports others to engage with and understand how to strategically lead and influence organisational capacity and improvement
2.4  Personal leadership	Demonstrates knowledge and self-awareness of their personal leadership	Understands and implements effective personal leadership including increasing personal capacity for learning and growth	Critically reflects upon personal leadership and supports others through mentoring and coaching in their personal leadership



Professional Knowledge

Focus	Emerging	Proficient	Lead
2.5  Innovation and resourcefulness	Demonstrates knowledge and awareness of innovation and resourcefulness	Understands and implements innovative and resourceful practices	Critically reflects on innovation and resourcefulness and actively engages with innovative and resourceful initiatives being able to articulate and share these techniques and tools with others

Standard 3- Team Management and Leadership			
Focus	Emerging	Proficient	Lead
3.1 Organisational culture	Demonstrates knowledge and awareness of organisational culture and how to influence teamwork and interpersonal dynamics	Assesses, regulates and creates a positive organisational culture among the team	Critically reflects on organisational culture and is able to identify and share techniques and tools for re-culturing
3.2 Trusting and respectful relationships	Demonstrates knowledge and awareness of how to build trusting and respectful relationships among the team	Builds and establishes trusting and respectful relationships with and among team members using effective communication and interpersonal skills	Critically reflects on relationships with and among team members and is able to support others to build and establish trusting and respectful working relationships
3.3 Fairness and equity	Demonstrates knowledge and awareness of fairness and equity	Applies principles of fairness and equity when managing the team	Critically reflects on the principles of fairness and equity and is able to identify and articulate practice as they support the team to understand and demonstrate fairness and equity in their practice
3.4 Organising and arranging	Demonstrates knowledge and awareness of how to effectively organize and arrange the team	Effectively rosters, organises and arranges team members to promote continuity of care and build on team and individual strengths	Critically reflects on the rostering, organisation and arrangement of team members and makes necessary adjustments and improvements across the team

Focus	Emerging	Proficient	Lead
3.5  Performance monitoring and support	Demonstrates knowledge and awareness of how to monitor educator performance and provide support with their learning and development	Effectively monitors educator performance providing helpful support and feedback through opportunities to grow and develop in their roles	Critically reflects on performance monitoring systems and approaches making changes and improvements to support educators to evolve their practice and improve outcomes for children and families
3.6  Team building, coordination, collaboration and cohesion	Understands the value of team building, coordination, collaboration and cohesion	Effectively builds and coordinates the team and facilitates a collaborative and cohesive team environment	Critically reflects on team building and coordination, collaboration and cohesion to promote and enhance educator engagement and outcomes for children and families
3.7  Roles and responsibilities	Understands the various roles and responsibilities of educators within the services and provides information to educators which clarifies the expectations of their roles	Reviews, updates, develops and shares information about roles and responsibilities with educators and is able to effectively articulate the expectations of those roles and responsibilities	Critically reflects on how roles and responsibilities are understood within the organisation and is proactive in clarifying these to hold relevant stakeholders accountable for their position within the organisation and how their responsibilities are carried out
3.8  Employment relations	Understands the laws which guide and principles that underpin effective employment relations	Implements effective end to end employment and workplace relations practices within the service	Actively sources relevant and current information and critically reflects on end to end employment and workplace relations in the service facilitating awareness of these requirements across the team

Focus	Emerging	Proficient	Lead
3.9  Team wellbeing	Understands the importance of promoting positive wellbeing for all team members	Effectively manages, promotes and supports positive wellbeing for all team members	Critically reflects on the wellbeing of all team members including self and proactively identifies, sources and implements resources and appropriate supports that facilitate a positive sense of wellbeing across the team

Standard 4 - Business Operations and Management			
Focus	Emerging	Proficient	Lead
4.1 Sustainability	Understands the impact of environmental, economic and social sustainability on business operations	Implements effective processes for managing environmental, economic and social sustainability across the business	Critically reflects on environmental, economic and social sustainability within the service and the sector more broadly and influences change to improve and enhance sustainable practice
4.2 Compliance	Understands compliance across various laws, regulations and standards and implements systems and processes to monitor and report on compliance activities	Effectively manages all levels of compliance within the service through reviewing systems and processes and implementing changes to compliance management as required	Critically reflects on compliance within the service and proactively maintains an exemplary level of knowledge about compliance including systems and processes which are effective
4.3 Financial management	Understands financial management including budgeting and works within appropriate budgets being able to report on the service's financial performance	Implements effective financial management systems and processes demonstrating financial literacy and the ability to analyse the service's financial position through effective budgeting and financial reporting	Critically reflects on the financial management of the service (comprehensively understand the complex financial contexts for services with effective revenue and expense management) and is able to provide advice through making recommendations, improvements and influencing change

Focus	Emerging	Proficient	Lead
4.4 Business strategy	Understands business strategy in the context of sustainability, growth, risk, capacity and performance benchmarks/indicators	Develops, implements and reports on business strategies to address sustainability, growth, risk, capacity and performance benchmarks/indicators	Critically reflects on the organisation's business plans and regularly evaluates and analyses identifying strengths, weaknesses, opportunities and threats
4.5 Work health and safety	Understands how to comply, manage and implement work health and safety requirements within the service	Effectively implements systems for managing work health and safety including psychological safety across all areas of the organisation ensuring high levels of proactive compliance with all aspects	Critically reflects on work health and safety including psychological safety requirements and is able to make recommendations for improvements to management systems as well as guide other leaders in their work health and safety management practice
4.6 Record keeping	Understands how to establish, implement and monitor record keeping systems across the organisation	Effectively implements systems for record keeping across all areas of the organisation and ensures accessibility and relevance according to legislated and other record keeping requirements	Critically reflects on record keeping requirements across the organisation and establishes and leads innovative solutions for record keeping

Focus	Emerging	Proficient	Lead
<p>4.7</p> <p>Policies and procedures</p>	<p>Develops and implements service policies and procedures using relevant guidance materials and reliable sources of information</p>	<p>Demonstrates high level knowledge of required policies and procedures to guide all areas of service operations and ensures all personnel are able to implement practice consistent with documented policies and procedures</p>	<p>Critically reflects on the organisation's systems and processing for developing and reviewing policies and procedures, identifies and remedies policy and procedure gaps and ensures all stakeholders are able to understand and follow policies and procedures</p>
<p>4.8</p> <p>Continuous improvement</p>	<p>Understands continuous improvement in the context of quality service practice across all areas of the organisation</p>	<p>Effectively implements robust systems and collaborative processes for continuous improvement to ensure all aspects of the organisation's services provided function at a high level</p>	<p>Critically reflects on the cycle of continuous improvement within the organisation and works with stakeholders to collaborate on strategies and initiatives to drive improvement</p>

Standard 5 - Accountability and Ethics			
Focus	Emerging	Proficient	Lead
5.1  Openness and transparency	Understands the importance of openness and transparency when promoting accountability of self and others	Demonstrates openness and transparency in being accountable for choices, decisions and actions	Critically reflects on accountability and the capacity for openness and transparency being able to articulate and share effective strategies which enable openness and transparency
5.2  Responsibility and ownership	Understands the importance of taking responsibility and ownership and accountability	Effectively models responsibility and takes ownership for choices, decisions and actions and is able to hold self accountable	Critically reflects on responsibility and ownership and is able to recognise and be accountable and work with a solution focused approach to resolving issues that they have contributed to
5.3  Information sharing	Understands confidentiality and privacy with information sharing and is able to share information that is relevant and appropriate	Effectively shares information that is needed by and helpful to others in performing their duties or understanding what is expected	Critically reflects on information sharing and matters of privacy and confidentiality balanced with the rights of others to have access to information to support them with and grow their performance



Focus	Emerging	Proficient	Lead
5.4 Consultation and collaboration	Understands effective mechanisms for consultation and collaboration	Effectively consults and collaborates with others to ensure high levels of accountability	Critically reflects on personal capacity and approaches to consultation and collaboration and seeks opportunities to use these in promoting accountability and high levels of stakeholder engagement and investment
5.5 Representing the Organisation	Understands the importance of representing the organisation professionally	Effectively represents the organisation's values and philosophy respectful of all stakeholders in a professional manner	Critically reflects on how the organisation is represented and how to improve and/or influence public and community perceptions of the organisation
5.6 Ethical decision making	Understands the importance of ethical decision making	Effectively uses ethical decision making in their management choices, decisions and actions and is able to describe the moral and ethical process for accountability	Critically reflects on personal capacity for ethical decision making and strives for high levels of accountability and defensibility of choices, decisions and actions being confidently open to feedback and discussions about ethical and moral perspectives pursuant to positive outcomes for all stakeholders
5.7 Advocacy	Understands the importance of advocacy	Effectively advocates for children, families, educators and relevant stakeholders	Critically reflects on advocacy at the service as well as the sector more broadly and engages in opportunities to advance and promote the sector

Standard 6 - Performance Improvement			
Focus	Emerging	Proficient	Lead
6.1  Learning and development plan	Develops and implements own professional learning and development plan	Draws upon professional performance benchmarks (including feedback) for performance in designing, implementing, progressing and reviewing own learning and development plan	Critically reflects on own professional learning and development using industry recognised performance benchmarks and assessment of managerial and leadership performance which includes feedback from relevant stakeholders
6.2  Engagement in and capacity for learning	Engages with relevant and meaningful learning experiences understanding personal strengths and opportunities for increasing learning capacity	Engages with opportunities to enrich management and leadership capacity through experiences that add diversity and challenge	Critically reflects on engagement in and capacity for learning mastering seeking new and challenging opportunities to collaborate and learn from others
6.3  Accessing performance feedback	Values and accesses performance feedback	Effectively and actively seeks performance feedback and applies feedback to improve performance	Proactively seeks performance feedback from a variety of relevant stakeholders and critically reflects on, analysis and actions performance feedback

Focus	Emerging	Proficient	Lead
6.4  Self-awareness and reflective practice	Understands the importance of self-awareness and reflective practice in management and leadership roles	Demonstrates self-awareness through performance improvement initiatives and awareness of self-efficacy in management and leadership practices	Critically reflects on self-awareness and actively seeks opportunities to strengthen emotional intelligence
6.5  Motivation, drive and purpose	Understands the importance of self-motivation, self-discipline and commitment to organizational goals	Demonstrates motivation, self-discipline and commitment to organisational goals being willing to negotiate and compromise to contribute to the success of the organisation while exhibiting confidence, optimism and a positive attitude	Critically reflects on self-motivation, personal drive and actively seeks opportunities to affirm purpose through leading initiatives within the organisation to achieve 'big picture' outcomes
6.6  Self-management	Understands the importance of effective time and schedule management, completing duties and tasks, managing own workload and responsibilities and being agile with the management of emerging issues	Demonstrates effective time and schedule management, able to complete duties and tasks to a high standard, manages own workload and responsibilities and is able to stay on task with these whilst also managing unexpected and emerging issues or priorities	Critically reflects on time and schedule management, duties and tasks, workload and responsibilities and implements effective strategies to proactively manage unexpected and emerging issues or priorities through establishing systems, processes and solutions

Standard 7 - Community and stakeholder engagement			
Focus	Emerging	Proficient	Lead
<p>7.1</p> <p>Relationships and interactions with children and between children</p>	<p>Understands the importance of building relationships through supportive and trusting interactions with children which comply with relevant regulations and standards</p>	<p>Effectively builds relationships with and among children through positive interactions; maintaining children's dignity and upholding their rights; supporting collaborative learning, self-regulation and conflict resolution</p>	<p>Critically reflects on relationships and interactions with and among children across the service with all team members considering shared responsibility to consistently promote positive interactions; maintaining children's dignity and upholding their rights; supporting collaborative learning, self-regulation and conflict resolution</p>
<p>7.2</p> <p>Relationships and interactions with families</p>	<p>Understands the importance of building relationships through supportive and trusting interactions with families</p>	<p>Effectively builds relationships with families through positive interactions including during challenging situations to establish rapport, trust and reliability</p>	<p>Critically reflects on relationships and interactions with families and provides effective leadership and guidance across the organisation to all team members as they build relationships and interact with families</p>

Focus	Emerging	Proficient	Lead
7.3  Relationships and interactions with para-professionals	Understands the role of para-professionals and builds relationships through effective and respectful interactions	Effectively collaborates with para-professionals through professional interactions building mutual trust and respect	Critically reflects on the role of para-professionals and actively seeks opportunities to build relationships through exchanges of shared professional dialogue
7.4  Relationships and interactions with school	Understands the complementary nature of the relationship between school and OSHC demonstrated through positive and respectful interactions	Effectively works in collaboration and partnership with school demonstrating a shared professional understanding which promotes mutually beneficial relationships and positive outcomes for children and families	Critically reflects on the relationship between school and OSHC and influences opportunities for ongoing partnerships embedding collaborative approaches within the relationship
7.5  Relationships and interactions with community stakeholders	Understands the value of building relationships through effective interactions with community stakeholders	Actively seeks to build relationships with community stakeholders valuing input and feedback from a variety of community stakeholders	Critically reflects on relationships and interactions with community stakeholders (international communities) and identifies opportunities to work in partnerships with community stakeholder to improve outcomes for the organisation

Focus	Emerging	Proficient	Lead
<p>7.6</p> <p>Relationships and interactions with Approved Provider (Employer)</p>	<p>Understands the value of a supportive and reciprocal relationship with the Approved Provider</p>	<p>Actively seeking to build mutually responsive/beneficial relationships with the Approved Provider ensuring alignment between day to day operations and the organisation's vision and purpose</p>	<p>Critically reflects on relationships and interactions with the Approved Provider and communicates and reports effectively providing relevant information to ensure sustainable and accountable governance and informed decision making</p>
<p>7.7</p> <p>Relationships and interactions with Regulatory Authorities</p>	<p>Understands the importance of establishing positive relationships and effective interactions with Regulatory Authorities</p>	<p>Establishes positive relationship with and interacts effectively and respectfully with Regulatory Authorities</p>	<p>Critically reflects on relationships and interactions with Regulatory Authorities and actively pursues opportunities to build mutually respectful and responsive working relationships</p>
<p>7.8</p> <p>Inter-organisational relationships and interactions (Professional learning community)</p>	<p>Understands the benefits of professional learning communities and communities of practice and participates in opportunities to build inter-organisational relationships</p>	<p>Builds inter-organisational relationships through interacting effectively as a participant in a professional learning community and communities of practice</p>	<p>Critically reflects on inter-organisational relationships and actively seeks to build and belong to professional learning communities and authentic communities of practice where shared visions and outcomes are analysed and reported</p>