



Outside School Hours Care **Professional Standards for Management and Leadership**

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Contents

The Role of Service Managers and Leaders	4
Purpose of the Standards	4
The Context of Management and Leadership	4
Evidence-Based Leadership	5
Organisation of the Professional Standards for Management and Leadership	8
Career Stages and Descriptors	8
Professional Knowledge	13
Standard 1: Understand adult learning methods and principles for knowledge and skill acquisition	13
Standard 2: Understand Leadership	14
Professional Practice	17
Standard 3: Team Management and Leadership	17
Standard 4: Business Operations and Management	19
Standard 5: Accountability and Ethics	21
Professional Engagement	24
Standard 6: Performance Improvement	24
Standard 7: Community Engagement and Professional Relationships	26

The Role of Service Managers and Leaders

Service Managers and Leaders encompass any individual employed to oversee, guide, and assume accountability for the daily operations of an OSHC service. This category includes a range of position titles such as Coordinator, Director, Nominated Supervisor, Assistant Coordinator, Program Site Manager, Service Manager, Educational Leader, and Lead Educator.

Service Managers and Leaders carry substantial responsibility for delivering high-quality OSHC services, ensuring that all operational facets of the organisation support and contribute to excellence in service provision for children and families. These Professional Standards for Management and Leadership are grounded in national and international evidence demonstrating that effective management profoundly influences the success and quality of services across all organisational levels. Skilled Service Managers and Leaders inspire their teams and positively shape the experiences of all constituents within their organisation. They also have the capacity to positively influence others outside of their organisation, and within the broader profession and community. To continuously enhance wellbeing, learning, and development for everyone, managers and leaders must commit to understanding and refining their impact.

Purpose of the Standards

The Professional Standards for Management and Leadership are a public statement of what constitutes quality in Service Management and Leadership roles. They define the work of Service Managers and Leaders and make explicit the elements of high-quality, effective management and leadership practice. The Standards provide a framework that clarifies the knowledge, practice, and professional engagement required throughout a Management and Leadership career. They present a common understanding and language for discourse among managers, governing organisations, professional associations, and other officials.

The 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 someone who supports the day-to-day operations of a service, such as the positions listed above. For the purpose of these Standards, the following definitions apply, with both Management and Leadership understood as processes.

Management

The practice and discipline of directing organisational operations through the systematic coordination of resources, processes, and people. Management encompasses planning, administering, overseeing, and controlling business functions to ensure operational effectiveness, regulatory compliance, and the achievement of organisational objectives.

Leadership

The practice and capacity to influence, inspire, and guide others toward shared goals and positive outcomes. Leadership involves fostering trust-based relationships, cultivating team capability and confidence, modelling professional excellence, and providing vision and direction that motivates sustained engagement and growth.

Evidence-Based Leadership

Research and a substantial, evolving body of international evidence inform the Leadership Requirements and Professional Practices that are at the core of these Standards and demonstrate that:

- Effective leaders understand their impact
- Leadership must be contextualised, learning-centred and responsive to the diverse nature of Australian OSHC services
- Effective leadership is distributed and collaborative, with teams led by management and leadership 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
- Almost all successful managers and leaders draw on the same repertoire of core management and leadership practices and behaviours, with some key personal qualities and capabilities explaining the significant variation in leadership effectiveness

Effective leaders understand their impact

Self-awareness has been identified as a crucial component of positive forms of leadership, with leaders demonstrating higher self-awareness being perceived as more effective. Research suggests that when leaders see themselves clearly, they are more confident and creative, make sounder decisions, build stronger relationships, and communicate more effectively. Self-awareness requires that leaders demonstrate understanding of their strengths and weaknesses, as well as the impact they have on others.

Research indicates that only about 15 percent of people are sufficiently self-aware, and there is less than a 30 percent correlation between people's actual and self-perceived competence. Leaders who lack the ability to accurately assess their own capabilities and areas for improvement are much more likely to be underperformers across other competencies. A survey by the Stanford Business School Advisory Council ranked self-awareness as the most important trait leaders must have, with studies suggesting that managers with high levels of self-awareness tend to have better performance outcomes than those with lower levels.

Leadership must be contextualised, learning-centred and responsive to the diverse nature of Australian OSHC services

Leadership does not occur in isolation but is shaped by the specific context in which leaders operate, with contextual factors either diminishing or amplifying the effectiveness of leadership practices. Contextual leadership research examines how situational and environmental factors influence leadership impact and explores how leadership manifests within distinct organisational and community settings.

Leadership knowledge becomes meaningful and inspires action when OSHC Service Managers and Leaders can interpret and apply research-based evidence to their own unique operational context. The diverse nature of Australian OSHC services—spanning small community-based programs to large multi-site operations, serving varied geographic locations from metropolitan to rural and remote areas, and supporting children and families from diverse cultural, linguistic, and socioeconomic backgrounds—necessitates contextualised leadership approaches that respond to local needs and circumstances.

Successful leadership practices in OSHC include establishing clear direction and vision, developing educator capability and confidence, and redesigning organisational systems and processes to support quality outcomes. These practices must be thoughtfully adapted to each service's specific context, including its size, governance structure, community characteristics, and available resources.

Effective OSHC leaders cultivate cultures of high expectations for children’s learning and wellbeing, provide clarity about pedagogical approaches and desired outcomes for children, establish robust professional learning communities among educators, and lead sustained service-wide efforts to continuously improve practice. By grounding leadership in the specific realities of their service and community, leaders ensure their influence translates into tangible improvements in children’s experiences and educators’ professional growth.

Effective leadership is distributed and collaborative, with teams led by management and leadership working together to accomplish the vision and aims of the service

Distributed leadership redefines leadership as a collective endeavour involving multiple stakeholders, with theoretical foundations illuminating leadership as a co-constructed phenomenon. It recognises that effective leadership happens by many people working together towards a common goal. Studies have found a positive relationship between distributed leadership, organisational innovativeness, and educator collaboration. Further, research has shown positive associations between distributed leadership and a variety of educator and student outcomes, including educators’ professional efficacy, teaching effectiveness, and student performance.

Evidence shows that high-performing organisations create purposeful teams , generate flattened structures, and give individuals greater responsibility and accountability for their work, with distributed leadership having the potential to positively influence organisational outcomes and individual performance. Distributed leadership requires multiple levels of involvement in decision-making, is focused primarily on improving outcomes for children, and is ultimately concerned with improving leadership practice to influence teaching and learning. Strong evidence of impact comes from rigorous randomised control trials showing that distributed leadership teams in schools improve organisational performance and outcomes.

The practices and capabilities of managers and leaders evolve as they move through their careers

Leadership skills develop as a function of experience, with different kinds of experiences contributing to skill increases at different points in leaders’ careers. Leadership competencies have been identified as factors that contribute to managerial career advancement, with organisational training and skill development opportunities being positively related to succession and promotion.

Distinct leadership competencies differ in their development over time, with leader identity forming complex relationships with leadership competencies and motivating individuals to engage in leadership activities and practice desired skills. Leadership development programs improve succession planning by developing leaders from within organisations who are well-prepared for promotion when leadership positions become available, with participants developing valuable networks that further support their career advancement and success. Formal learning shapes participants’ beliefs about educational leadership, informs their practice, e and encourages them to continue engaging with leadership research and theory.

Almost all successful managers and leaders draw on the same repertoire of core management and leadership practices and behaviours, with some key personal qualities and capabilities explaining the significant variation in leadership effectiveness

Variability in leader characteristics, including gender, intelligence, and the Big Five personality factors, accounts for 22 percent of the variance in leader effectiveness, with the majority of this variance attributed to Extraversion and Conscientiousness. Effective leadership includes a combination of practices, with the strongest evidence showing that professional learning programs emphasising key practices—such as shaping a vision, creating a hospitable climate, cultivating leadership in others, improving instruction, and managing people and processes—lead to positive educator outcomes including improved job satisfaction, wellbeing, and professional development.

Both enduring personality traits such as motivation, energy, dominance, integrity, creativity, and charisma, and more adaptable traits such as interpersonal skills, written communication, managerial skills, and decision-making are strongly correlated with leader effectiveness. Studies found that only one-third of the variance in leadership qualities is associated with heredity, meaning that many key leadership qualities can be learned and improved upon over time, including effective communication, goal setting, and strategic thinking. Leadership competencies refer to a specific set of knowledge, skills (technical and soft), and attributes that make a person an effective leader, encompassing competencies for leading the organisation, leading others, and leading oneself.



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 and Leader knowledge, practice and professional engagement. These can then be considered across the three 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 descriptors

Emerging	Proficient	Lead
Career Stage		
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 who is sought after for mentoring and advice by others who hold management and leadership responsibilities)
Descriptor		
Understands and demonstrates awareness and emerging practical application relevant to standard descriptor and area of focus	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

Domain: Professional Knowledge

Standard	Focus Area & Description	
1. Understand adult learning methods and principles for knowledge and skill acquisition	1.1 - Educators' acquisition of skills and knowledge 1.2 - Educators' preferences, strengths, needs and interests 1.3 - Educator learning and development opportunities	1.4 - Competency development and assessment 1.5 - Understanding educators' diverse linguistic, cultural, religious, and socioeconomic backgrounds 1.6 - Strategies for engaging Aboriginal and Torres Strait Islander educators
2. Understand leadership	2.1 - Contemporary leadership styles and approaches 2.2 - Performance drivers (e.g. motivators) 2.3 - Organisational and strategic leadership	2.4 - Personal leadership 2.5 - Innovation and resourcefulness

Domain: Professional Practice

Standard	Focus Area & Description	
3. Team management and leadership	3.1 - Organisational Culture 3.2 - Trusting and respectful relationships 3.3 - Fairness and equity 3.4 - Organising and arranging the team 3.5 - Performance monitoring and support	3.6 - Team building, coordination, collaboration and cohesion 3.7 - Roles and responsibilities 3.8 - Employment relations 3.9 - Team wellbeing
4. Business operations and management	4.1 - Sustainability 4.2 - Compliance 4.3 - Financial Management 4.4 - Business strategy	4.5 - Record Keeping 4.6 - Work health and safety 4.7 - Policies and procedures 4.8 - Continuous improvement

Domain: Professional Practice

Standard	Focus Area & Description	
5. Accountability and Ethics	5.1 - Openness and transparency 5.2 - Responsibility and ownership 5.3 - Information sharing 5.4 - Consultation and collaboration	5.5 - Representing the Organisation 5.6 - Ethical decision making 5.7 - Advocacy

Domain: Professional Engagement

Standard	Focus Area & Description	
6. Performance Improvement	6.1 - Learning and development plan 6.2 - Engagement in and capacity for learning 6.3 - Accessing performance feedback 6.4 - Self-awareness and reflective practice	6.5 - Motivation, drive, and purpose 6.6 - Self-management 6.7 - Self-care
7. Community and stakeholder engagement	7.1 - Relationships and interactions with and between children 7.2 - Relationships and interactions with families 7.3 - Relationships and interactions with para-professionals 7.4 - Relationships and interactions with school	7.5 - Relationships and interactions with community members and organisations 7.6 - Relationships and interactions with Approved Provider/ Employer 7.7 - Relationships and interactions with Regulatory Authorities 7.8 - Inter-organisational relationships and interactions (Professional learning community)

Professional Knowledge

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

Overview

Effective professional development in Outside School Hours Care requires a deep understanding of how adults learn, grow, and develop throughout their careers. Unlike traditional pedagogical approaches designed for children, adult learning—or andragogy—is characterised by unique principles that recognise educators as self-directed, experienced professionals who bring diverse backgrounds, motivations, and learning needs to their professional development journey.

This professional standard establishes a framework for designing, implementing, and evaluating learning experiences that honour the complexity of adult learners in OSHC settings. At its core, this standard recognises six fundamental dimensions of effective adult learning which together form an integrated approach to adult learning that moves beyond one-size-fits-all training models toward personalised, culturally responsive, practice-embedded professional development that respects educators as capable professionals invested in their own growth and success.

Areas of Focus

1.1 Educators' acquisition of skills and knowledge

Educators' acquisition of skills and knowledge encompass the processes through which adult learners construct new understanding, integrate theory with practice, and develop professional competencies. This includes recognition that adults learn best when content is relevant, immediately applicable, and connected to their existing knowledge base.

1.2 Educators' preferences, strengths, needs, and interests

Recognising educators' preferences, strengths, needs, and interests acknowledges that adult learners are diverse. Each educator brings unique learning styles, professional experiences, cultural perspectives, and personal goals that must be considered in the design of meaningful learning experiences. Inclusive learning environments actively remove barriers to participation by considering accessibility needs, language diversity, literacy levels, and varied life circumstances that may impact engagement with professional learning. This includes providing flexible delivery formats, culturally responsive content, and recognition of the valuable knowledge that educators bring from their lived experiences and diverse backgrounds. Effective professional development differentiates instruction and provides multiple pathways for engagement and mastery, creating psychologically safe spaces where all learners feel valued, respected, and able to participate fully regardless of their starting point or learning needs.

1.3 Educator learning and development opportunities

Educator learning and development focuses on the structures, contexts, and conditions that enable professional growth. This includes formal training, collaborative inquiry, coaching, self-directed study, and experiential learning—all situated within supportive organisational cultures that value continuous improvement and professional autonomy.

1.4 Competency development and assessment

Competency development and assessment establishes clear frameworks for identifying, developing, and measuring professional capabilities. This principle emphasises authentic assessment practices that honour educators' existing expertise while supporting growth toward defined professional standards. Assessment becomes a tool for learning rather than merely evaluation, providing meaningful feedback that guides ongoing development.

1.5 Understanding educators' diverse linguistic, cultural, religious, and socioeconomic backgrounds

OSHC leaders must understand educators' diverse linguistic, cultural, religious, and socioeconomic backgrounds and recognise that effective adult learning must be culturally responsive and inclusive. Professional development must acknowledge and value the rich diversity educators bring to their practice, ensuring that learning experiences are accessible, respectful, and relevant across different cultural contexts and life circumstances.

1.6 Strategies for engaging Aboriginal and Torres Strait Islander educators

OSHC leaders need strategies for engaging Aboriginal and Torres Strait Islander educators, to honour the distinct knowledge systems, pedagogical approaches, and cultural protocols of Aboriginal and Torres Strait Islander peoples. This principle requires intentional, culturally safe practices that respect Indigenous ways of knowing and learning, support Indigenous leadership in professional learning contexts, and strengthen connections between professional development and community.

Standard 2: Understand Leadership

Overview

Effective leadership in Outside School Hours Care requires a sophisticated and multifaceted skill set that goes well beyond basic management capabilities. OSHC leaders operate in uniquely complex environments, balancing the educational and developmental needs of children with workforce challenges, regulatory compliance, financial sustainability, and diverse stakeholder relationships across schools, families, and communities. As the sector continues to professionalise and face increasing expectations for quality program delivery, leaders must develop comprehensive leadership capabilities that enable them to navigate these demands while building sustainable, high-performing services.

This standard encompasses five interconnected areas of focus that together equip OSHC leaders with the knowledge and competencies required for contemporary practice. These areas address contemporary leadership styles and approaches that enable adaptive practice across diverse contexts; performance drivers that support workforce engagement and retention; organisational and strategic leadership capabilities for long-term service viability; personal leadership foundations including self-awareness and ethical practice; and innovation and resourcefulness essential for operating effectively within resource constraints. Collectively, these focus areas provide OSHC leaders with a robust framework for leading services that deliver quality educational experiences for children while supporting professional, sustainable workplaces for educators.

Areas of Focus

2.1 Contemporary leadership styles and approaches

Understanding contemporary leadership styles and approaches is essential for OSHC leaders to effectively respond to the diverse and evolving needs of children, families, educators, and the broader community.

The OSHC sector requires leaders who can adapt their style to different contexts; whether coaching casual educators, collaborating with school partnerships, or engaging with management committees. Knowledge of transformational, distributed, servant, and situational leadership approaches enables leaders to build strong team cultures, empower educators across split-shift arrangements, and create inclusive environments that respect the diverse qualifications and experiences within the workforce. As the sector continues to professionalise and face increasing regulatory and quality expectations, leaders must draw upon evidence-based leadership practices that go beyond traditional hierarchical models to foster collaboration, professional growth, and sustainable service improvement.

2.2 Performance drivers (e.g. motivators)

Recognising and leveraging performance drivers is critical for OSHC leaders addressing one of the sector's most significant challenges: workforce recruitment and retention. Understanding what motivates educators, whether intrinsic factors like meaningful work with children, professional recognition, and career progression, or extrinsic factors such as flexible working conditions, competitive remuneration, and supportive workplace relationships, enables leaders to create work environments where staff feel valued and engaged. Given the highly casualised nature of the OSHC workforce and the unique demands of before and after school operations, leaders who can identify individual and team motivators are better positioned to reduce turnover, build commitment, and enhance the quality of educational programs. This knowledge is particularly important when resources are constrained, as leaders must find creative ways to acknowledge contributions, provide development opportunities, and sustain team morale in an often under-resourced sector.

2.3 Organisational and strategic leadership

Organisational and strategic leadership capabilities are fundamental for OSHC leaders navigating complex operational environments while driving long-term service sustainability and quality improvement. Leaders must understand how to align daily operations with broader strategic goals, whether managing compliance with the National Quality Framework, implementing evidence-based program improvements, or responding to government policy changes affecting the sector. This includes developing business acumen to ensure financial viability, building stakeholder relationships across schools, families, and community partners, and creating governance structures that support accountable decision-making. For leaders in not-for-profit community-based services, strategic thinking is particularly crucial for accessing funding opportunities, advocating for sector needs, and positioning services to meet emerging demands such as vacation care expansion or specialist program delivery while maintaining the educational and developmental focus that defines quality OSHC.

2.4 Personal leadership

Personal leadership forms the foundation upon which all other leadership capabilities are built, requiring OSHC leaders to develop deep self-awareness, emotional intelligence, and ethical practice. Leaders must model the values and behaviours they expect from their teams; demonstrating respect for children's rights, cultural competence, professional integrity, and commitment to continuous improvement. In a sector where leaders often work directly with children while simultaneously managing staff, liaising with families, and addressing administrative demands, personal resilience, effective self-management, and clear personal values become essential. Understanding one's own leadership strengths, growth areas, communication preferences, and decision-making approaches enables leaders to lead authentically, build trust with diverse stakeholders, and maintain their wellbeing amidst the multifaceted pressures of OSHC service delivery. Personal leadership also encompasses the capacity for self-reflection and ongoing professional learning, ensuring leaders remain responsive and adaptable in their practice.

2.5 Innovation and resourcefulness

Innovation and resourcefulness are indispensable qualities for OSHC leaders operating in a sector characterised by limited resources, unsuitable physical spaces, diverse community needs, and rapidly changing policy landscapes. Leaders must demonstrate creativity in program design to provide engaging, age-appropriate experiences across wide age ranges with often modest budgets and physical spaces. Resourcefulness extends to workforce solutions—developing innovative staffing models to address recruitment challenges, creating professional development opportunities despite limited funding, and maximising the potential of every team member regardless of their qualification level. As the sector faces ongoing challenges around funding adequacy, infrastructure investment, and professional recognition, leaders who can identify opportunities within constraints, leverage community partnerships, adopt relevant technologies, and implement evidence-informed practices position their services for sustainability and growth. This innovative mindset is particularly vital for advancing the sector’s professionalisation agenda and demonstrating the unique educational value OSHC programs deliver to children, families, and communities.



Professional Practice

Standard 3: Team Management and Leadership

Overview

Team management in Outside School Hours Care presents distinctive challenges that demand sophisticated leadership capabilities beyond those required in many other education and care settings. The sector's reliance on split-shift operations, highly casualised workforce, diverse qualification pathways, and fragmented work patterns creates operational complexity that can undermine team cohesion, communication, and consistency. OSHC leaders must build and sustain high-performing teams despite these structural barriers, ensuring that educators working across different shifts, programs, and service locations maintain shared standards, collaborative practices, and collective commitment to quality outcomes for children and families.

This standard encompasses nine interconnected focus areas that together equip leaders to create sustainable, effective teams within the OSHC context. These areas address the cultivation of strong organisational culture; the development of trusting and respectful relationships; the promotion of fairness and equity across diverse teams; strategic team organisation and arrangement; systematic performance monitoring and support; intentional team building and cohesion strategies; clear articulation of roles and responsibilities; compliant and ethical employment relations; and proactive attention to team wellbeing. Collectively, these capabilities enable OSHC leaders to navigate workforce challenges while building professional environments where educators thrive and children receive consistent, quality care and educational programming.

Areas of Focus

3.1 Organisational Culture

Organisational culture shapes every aspect of service delivery and determines how teams function effectively in the demanding OSHC environment. Leaders who actively cultivate a positive, inclusive, and professionally oriented culture create the foundation for quality programming, staff retention, and continuous improvement. In a sector characterised by split-shift arrangements, diverse qualification pathways, and high casualisation, a strong organisational culture provides the cohesion and shared purpose that transcends the challenges of fragmented work patterns. This focus area is essential because culture directly influences educator wellbeing, professional identity, and ultimately, the experiences and outcomes for children and families accessing OSHC services.

3.2 Trusting and Respectful Relationships

Trust and respect form the cornerstone of effective team dynamics, particularly in OSHC settings where educators must collaborate across different shifts, qualifications, and experience levels. Leaders who prioritise building trusting relationships create psychological safety that enables educators to take appropriate risks, share concerns, contribute ideas, and engage authentically with children and families. In a sector where many educators work in isolation during portions of their shifts or interact primarily with casual staff, the quality of relationships becomes critical to maintaining consistency, communication, and professional support. This focus area recognises that without trust and respect, no amount of policies, procedures, or professional development can achieve the collaborative environment necessary for quality OSHC provision.

3.3 Fairness and Equity

Fairness and equity in team management ensures that all educators, regardless of employment status, background, or qualification pathway, experience just and impartial treatment in their roles. This is particularly critical in OSHC where casualisation creates inherent power imbalances and where diverse pathways to qualification can lead to assumptions about capability or value. Leaders must actively address systemic barriers, unconscious bias, and structural inequities that affect access to opportunities, recognition, and professional development. This focus area is necessary because perceived unfairness directly impacts staff retention, team morale, and the sector's ability to model inclusive practices for children. Genuine equity also supports reconciliation efforts and ensures culturally safe workplaces for Aboriginal and Torres Strait Islander educators and other diverse team members.

3.4 Organising and Arranging the Team

Effective team organisation requires sophisticated planning to balance regulatory requirements, program quality, individual strengths, and operational constraints unique to OSHC environments. Leaders must strategically arrange teams across split shifts, school term and vacation care periods, and varying ratios while ensuring continuity, appropriate skill mix, and sustainable workloads. This focus area acknowledges that poor team organisation leads to educator burnout, compliance risks, program inconsistency, and ultimately, compromised outcomes for children. The complexity of OSHC operations; managing before school, after school, and vacation care programs simultaneously, demands intentional team structuring that maximises both efficiency and effectiveness while supporting educator wellbeing and professional growth.

3.5 Performance Monitoring and Support

Systematic performance monitoring and support enables leaders to identify strengths, address development needs, ensure compliance, and foster continuous improvement across their teams. In OSHC settings where direct supervision is often limited due to split shifts and multiple program sites, structured performance monitoring becomes essential for maintaining standards and supporting educator capability. This focus area recognises that performance management is not merely about accountability but fundamentally about providing the feedback, coaching, and resources educators need to thrive professionally. Regular, constructive performance conversations create clarity around expectations, build confidence, and demonstrate the sector's commitment to professionalism and quality practice.

3.6 Team Building, Coordination, Collaboration and Cohesion

Team building and cohesion are vital in OSHC environments where fragmented work patterns can lead to isolation, miscommunication, and inconsistent practice. Leaders must intentionally create opportunities for connection, shared learning, and collective problem-solving that transcend the natural barriers of split-shift work. This focus area addresses the reality that OSHC teams rarely work together as a whole unit, making deliberate coordination and collaboration strategies essential for program consistency and educator support. Strong team cohesion enhances information sharing, strengthens relationships with children and families, improves conflict resolution, and builds the collective capability necessary to respond effectively to the diverse and often unpredictable needs of school-age children.

3.7 Roles and Responsibilities

Clear definition and communication of roles and responsibilities is fundamental to operational effectiveness, regulatory compliance, and professional accountability in OSHC services. Leaders must ensure every team member understands their specific duties, decision-making authority, and accountability expectations within the complex regulatory and operational framework governing OSHC provision. This focus area is critical because role ambiguity leads to gaps in supervision, duplicated effort, compliance failures, and interpersonal conflict. In services operating across multiple programs with varying ratios, qualification requirements, and regulatory obligations, precise role clarity enables educators to work confidently within

their scope while understanding how their contribution connects to the broader service objectives and quality outcomes for children.

3.8 Employment Relations

Effective employment relations management ensures leaders understand and fulfill their legal obligations while creating fair, transparent, and respectful working relationships with educators. This focus area encompasses industrial instruments, employment contracts, workplace policies, grievance procedures, and consultation processes that together form the framework for ethical and compliant employment practices. Given the OSHC sector's reliance on casual employment, complex award provisions, and diverse funding arrangements, leaders must navigate sophisticated employment relations challenges while advocating for improved conditions and recognition. Strong employment relations practices protect both educators and services, support workforce sustainability, and demonstrate the sector's commitment to professional employment standards that reflect the skill and responsibility OSHC work entails.

3.9 Team Wellbeing

Team wellbeing is foundational to sustainable, quality OSHC provision and must be actively prioritised by leaders who understand that educator wellbeing directly influences children's experiences and developmental outcomes. This focus area acknowledges the particular stressors of OSHC work, such as split shifts, physical demands, emotional labour, casualisation, and often inadequate recognition, that make wellbeing support essential rather than optional. Leaders who attend to team wellbeing through workload management, supportive supervision, workplace safety, mental health awareness, and work-life balance initiatives create conditions where educators can thrive personally and professionally. This focus area recognises that wellbeing is not solely an individual responsibility but an organisational imperative that requires leadership commitment, resourcing, and action to address systemic contributors to stress and burnout.

Standard 4: Business Operations and Management

Overview

Effective business operations and management are critical to OSHC service sustainability, enabling leaders to navigate complex regulatory environments while delivering quality programs within often constrained resources. OSHC services operate as multifaceted enterprises that must simultaneously meet educational outcomes for children, fulfill extensive compliance obligations, maintain financial viability, and support workforce sustainability. Leaders require comprehensive business acumen to balance these competing demands, ensuring their services remain operationally sound, legally compliant, and strategically positioned to respond to sector changes and community needs while maintaining their core commitment to children's development and wellbeing.

This standard encompasses eight interconnected focus areas that together provide the operational framework for sustainable, high-quality OSHC provision. These areas address long-term sustainability planning; regulatory and legal compliance; sound financial management practices; strategic business planning and decision-making; systematic record keeping and documentation; work health and safety obligations; development and implementation of policies and procedures; and continuous improvement processes. Collectively, these capabilities enable OSHC leaders to build professionally managed services that demonstrate accountability, maintain operational excellence, and create the stable foundations necessary for quality educational programming and positive outcomes for children, families, and educators.

Areas of Focus

4.1 Sustainability

Sustainability ensures OSHC services can maintain high-quality programs over the long term by effectively managing resources, supporting workforce wellbeing, and building community partnerships. This focus area recognises that sustainable practices whether environmental, financial, or operational, directly impact service viability and the ability to consistently meet children's and families' needs. Leaders must balance immediate demands with future-focused planning, ensuring their service remains resilient through sector challenges, funding changes, and evolving community expectations while maintaining their commitment to quality outcomes.

4.2 Compliance

Compliance forms the foundation of safe, legal, and ethical OSHC practice, encompassing regulatory requirements under the National Quality Framework, workplace laws, child safety standards, and funding obligations. Understanding and maintaining compliance protects children, families, educators, and the service itself from harm and legal consequences. This area of focus emphasises that compliance is not merely about meeting minimum standards but demonstrates professional accountability and builds trust with families and regulatory authorities, ultimately supporting the service's reputation and operational continuity.

4.3 Financial Management

Effective financial management is essential for service sustainability and enables leaders to allocate resources strategically to support quality programs, fair educator remuneration, and appropriate infrastructure investment. Sound financial practices including budgeting, fee management, cash flow monitoring, and financial reporting provide the stability needed to deliver consistent care and respond to opportunities for service improvement. This focus area recognises that financial literacy and transparency are critical leadership capabilities that directly influence workforce conditions, program quality, and long-term service viability.

4.4 Business Strategy

Strategic business planning provides direction and purpose, enabling OSHC services to navigate complex operating environments, respond to sector changes, and capitalise on opportunities for growth or improvement. This focus area encompasses market analysis, risk management, stakeholder engagement, and strategic decision-making that aligns with the service's vision and community needs. Effective business strategy ensures services remain relevant, competitive, and financially viable while staying true to their wellbeing, learning and development mission, particularly important in a sector facing workforce challenges and evolving policy landscapes.

4.5 Record Keeping

Accurate and systematic record keeping is essential for legal compliance, accountability, and informed decision-making across all aspects of service operations. This focus area encompasses maintaining attendance records, incident documentation, staff records, financial documentation, child information, and regulatory reports in secure, accessible formats. Effective record keeping enables services to demonstrate compliance during audits, track patterns and trends, protect against liability, support continuity of care, and provide evidence of quality practice. It also ensures critical information is available when needed for emergencies, transitions, or regulatory reviews, making it fundamental to both operational efficiency and professional accountability.

4.6 Work Health and Safety

Work health and safety (WHS) is fundamental to protecting the wellbeing of educators, children, and all service users while fulfilling legal obligations under workplace health and safety legislation. This focus area encompasses hazard identification, risk management, incident response, and creating a culture where safety is prioritised and everyone's wellbeing is valued. Effective WHS practices reduce injuries and incidents, support educator retention, demonstrate duty of care, and create the safe environments necessary for children's development and learning to flourish.

4.7 Policies and Procedures

Policies and procedures provide the operational framework that guides consistent, safe, and quality practice across all aspects of service delivery. They translate regulatory requirements, professional standards, and organisational values into clear expectations and workflows that all educators can follow. This focus area is essential for maintaining consistency, supporting decision-making, managing risks, facilitating induction and training, and demonstrating accountability to families, regulators, and funding bodies. Well-developed, regularly reviewed policies and procedures are hallmarks of professional practice and organisational maturity.

4.8 Continuous Improvement

Continuous improvement embeds a culture of reflection, learning, and ongoing enhancement into service operations, ensuring practice evolves based on evidence, feedback, and changing needs. This focus area encompasses quality cycles, self-assessment, stakeholder input, professional development, and data-informed decision-making. Rather than viewing quality as static, continuous improvement recognises that excellence requires ongoing commitment to evaluating effectiveness, identifying opportunities, and implementing enhancements that strengthen outcomes for children, families, and educators.

Standard 5: Accountability and Ethics

Overview

Accountability and ethical practice are fundamental to professional OSHC provision, establishing the trust and integrity that underpin relationships with children, families, colleagues, and the broader community. OSHC educators and leaders hold positions of significant responsibility, making daily decisions that affect children's safety, wellbeing, and development while representing both their service and the profession. In an environment where families entrust their children to care during critical out-of-school hours, professional accountability and ethical conduct are non-negotiable expectations that distinguish quality services and support the sector's ongoing professionalisation. These practices ensure that OSHC services operate with transparency, uphold children's rights, maintain community trust, and contribute to the sector's reputation and recognition.

This standard encompasses seven interconnected focus areas that together define professional accountability and ethical practice in OSHC contexts. These areas address openness and transparency in service operations and communications; responsibility and ownership for professional obligations and actions; appropriate information sharing that balances collaboration with privacy; consultation and collaboration across diverse stakeholder groups; professional representation of the organisation and sector; systematic ethical decision-making in complex situations; and advocacy for children, families, and sector improvements. Collectively, these capabilities ensure that OSHC professionals operate with integrity, maintain public trust, and actively contribute to advancing the rights and wellbeing of children and the quality of outside school hours care across Australia.

Areas of Focus

5.1 Openness and Transparency

Openness and transparency form the foundation of trust between OSHC services, families, children, and the broader community. Managers and leaders who practice transparency ensure that policies, procedures, and decision-making processes are clear, accessible, and consistently communicated. This includes being honest about service operations, openly sharing information about children's experiences and development, and maintaining clear communication channels with all stakeholders. Transparency builds confidence in the professionalism of the service and enables families to make informed decisions about their children's care, while also supporting a culture of continuous improvement where challenges are acknowledged and addressed constructively.

5.2 Responsibility and Ownership

Taking responsibility and ownership means acknowledging one's professional obligations and being accountable for actions, decisions, and their consequences. OSHC managers and leaders who demonstrate responsibility actively fulfill their duty of care, meet regulatory requirements, and take initiative to address issues as they arise rather than deflecting or avoiding accountability. This includes owning mistakes, learning from them, and implementing changes to prevent recurrence. A culture of responsibility ensures that all team members understand their role in maintaining service quality and child safety, creating an environment where accountability is shared and everyone contributes to upholding professional standards.

5.3 Information Sharing

Effective information sharing is essential for maintaining continuity of care, supporting child wellbeing, and ensuring safe, coordinated service delivery. This involves appropriately sharing relevant information with families, colleagues, and other professionals while maintaining confidentiality and privacy obligations. OSHC professionals must balance the need for open communication with the ethical requirement to protect sensitive information, understanding when and how to share details about children's needs, behaviours, incidents, or concerns. Timely and accurate information sharing enables collaborative problem-solving, supports transitions between care environments, and ensures all stakeholders have the knowledge needed to support children effectively.

5.4 Consultation and Collaboration

OSHC services operate within complex ecosystems involving children, families, schools, community organisations, and regulatory bodies. Consultation and collaboration ensure that decisions are informed by diverse perspectives and that services remain responsive to the needs of all parties. This includes actively seeking input from families about their children's needs and preferences, collaborating with school staff to ensure seamless transitions and consistent approaches, and working with children to incorporate their voices in program planning. Collaborative practice strengthens relationships, reduces conflicts, enhances program quality, and ensures that services are genuinely child-centred and family-responsive rather than operating in isolation.

5.5 Representing the Organisation

Every interaction an OSHC manager or leader has reflects on the service and the broader profession. Representing the organisation professionally means understanding that personal conduct, both within and outside the service, influences community perceptions and trust. This includes adhering to the service's values and philosophy, communicating in ways that enhance the service's reputation, and recognising oneself as an ambassador for the OSHC sector. Professional representation extends to social media use, community interactions, and all communications with families and partners, ensuring that the service is portrayed accurately and positively while maintaining appropriate professional boundaries.

5.6 Ethical Decision Making

OSHC professionals regularly face complex situations requiring ethical judgment, from managing conflicts of interest to navigating competing needs and rights. Ethical decision-making involves systematically considering the implications of choices, applying professional values and codes of conduct, and prioritising children's best interests while respecting the rights of all stakeholders. This requires critical thinking, cultural sensitivity, and the ability to identify and work through ethical dilemmas rather than relying solely on rules or personal preference. Strong ethical decision-making capabilities ensure that OSHC professionals can navigate ambiguous situations with integrity, maintain professional boundaries, and uphold the trust placed in them by families and the community.

5.7 Advocacy

Advocacy is a professional responsibility that extends beyond individual service delivery to promoting the rights, wellbeing, and interests of children, families, and the OSHC sector. This includes speaking up for children who cannot advocate for themselves, challenging practices or policies that disadvantage children or families, and contributing to systemic improvements in the sector. OSHC professionals are uniquely positioned to identify gaps in services, inequities in access, and opportunities for enhancement based on their direct experience with children and families. Through informed, evidence-based advocacy at individual, service, and sector levels, OSHC professionals help ensure that outside school hours care is recognised, valued, and resourced appropriately to meet the diverse needs of Australian families.



Professional Engagement

Standard 6: Performance Improvement

Overview

Continuous professional improvement is essential for OSHC educators and leaders working in a dynamic sector where regulatory expectations, evidence-based practices, and community needs constantly evolve. Unlike many professions with clearly defined career pathways and extensive professional development infrastructure, OSHC educators must often navigate their professional growth with limited formal support, working within casualised employment arrangements and split-shift patterns that can create barriers to accessing traditional learning opportunities. Commitment to performance improvement distinguishes professional practice from merely competent practice, enabling educators to systematically enhance their capabilities, deepen their understanding of child development and educational approaches, and contribute to elevating workforce standards across the sector.

This standard encompasses seven interconnected focus areas that together support sustained professional growth and effectiveness in OSHC practice. These areas address the development of structured learning and development plans; active engagement in and capacity for learning; strategies for accessing meaningful performance feedback; cultivation of self-awareness and reflective practice; maintenance of motivation, drive, and professional purpose; effective self-management across diverse demands; and essential self-care practices that sustain professional capability. Collectively, these capabilities enable OSHC managers and leaders to take ownership of their professional journey, respond effectively to the sector's evolving demands, and maintain the resilience and competence necessary for quality practice over the long term.

Areas of Focus

6.1 Learning and development plan

A personalised learning and development plan is essential for OSHC managers and leaders to navigate the diverse and evolving demands of the sector. With the workforce comprising individuals from varied qualification backgrounds working in dynamic environments that blend care, education, and recreation, a structured plan provides clear pathways for professional growth. This focus area ensures that learning is intentional rather than ad hoc, enabling managers and leaders (including those emerging) to systematically build competencies aligned with both their role requirements and career aspirations. In a sector where professional recognition and career progression opportunities have historically been limited, a robust learning and development plan empowers individuals to take ownership of their professional journey while contributing to the overall elevation of workforce standards.

6.2 Engagement in and capacity for learning

Active engagement in learning and the capacity to absorb and apply new knowledge are critical in a sector characterised by rapid changes in regulatory requirements, child development research, and community expectations. OSHC professionals must remain curious and committed to continuous improvement, approaching learning opportunities with openness and enthusiasm. This focus area recognises that learning extends beyond formal training to include daily experiences, peer collaboration, and self-directed inquiry. Given the casualised nature of much OSHC employment and split-shift work patterns, building strong engagement in learning helps educators overcome barriers to professional development and maintain connection to best practice, even when traditional training access may be challenging.

6.3 Accessing performance feedback

Regular, constructive performance feedback is fundamental to professional growth, yet it can be particularly challenging to access in OSHC settings where educators often work independently or in small teams with limited direct supervision. This focus area emphasises the importance of actively seeking feedback from multiple sources such as supervisors, colleagues, families, and children to gain comprehensive insights into practice effectiveness. Managers and leaders who develop skills in requesting, receiving, and interpreting feedback are better positioned to identify blind spots, recognise strengths, and target specific areas for improvement. In a sector where quality improvement is increasingly emphasised through regulatory frameworks, the ability to access and utilise feedback becomes essential for both individual development and service excellence.

6.4 Self-awareness and reflective practice

Self-awareness and reflective practice form the cornerstone of professional improvement, enabling managers and leaders to critically examine their beliefs, biases, interactions, and decision-making processes. In the complex and often unpredictable environment of OSHC, where managers and leaders must respond to diverse educators' needs, diverse children's needs, manage challenging behaviours, and navigate family partnerships, the capacity for thoughtful reflection transforms experience into expertise. This focus area encourages managers and leaders to move beyond reactive practice to intentional, evidence-informed approaches grounded in understanding of how their own values, assumptions, and emotional responses influence their work. Reflective practice also supports cultural responsiveness and inclusive practice, particularly important in serving diverse communities and honouring Aboriginal and Torres Strait Islander perspectives.

6.5 Motivation, drive and purpose

Maintaining motivation, drive, and a clear sense of purpose is essential in a demanding sector where managers and leaders often face challenges including limited recognition, modest remuneration, and the emotional labour of caring for children across extended hours. This focus area acknowledges that sustainable professional practice requires connection to deeper purpose, whether that's making meaningful differences in children's lives, contributing to community wellbeing, or advancing the OSHC profession. Managers and leaders who cultivate and maintain their sense of purpose are more resilient in facing daily challenges, more innovative in their practice, and more likely to remain committed to the sector long-term. Understanding personal drivers and aligning daily work with core values helps prevent burnout and sustains the passion that drew many educators to this work initially.

6.6 Self-management

Effective self-management encompasses the organisational, emotional, and cognitive skills required to navigate the multifaceted demands of OSHC practice. Educators must juggle diverse responsibilities, from program planning and risk assessment to relationship building and administrative tasks, often while managing the immediate needs of large groups of children. This focus area recognises that professional effectiveness depends on capabilities including time management, priority setting, emotional regulation, and adaptability. In split-shift environments where educators may work morning and afternoon sessions with breaks between, or in services operating across school terms and vacation care periods, strong self-management skills enable managers and leaders to maintain consistency, meet obligations, and work efficiently while preserving energy for quality interactions with children.

6.7 Self-care

Self-care is not an indulgence but a professional necessity in a sector characterised by high physical and emotional demands, irregular hours, and the constant attentiveness required when being responsible for children's safety and wellbeing. This focus area emphasises that managers and leaders cannot sustainably support children's development without attending to their own physical health, emotional wellbeing, and work-life balance. Effective self-care strategies, whether involving boundaries around availability, stress management techniques, physical activity, or seeking support when needed, directly impact professional performance, decision-making quality, and the ability to maintain warm, responsive relationships with children. In addressing the sector's significant workforce retention challenges, promoting self-care as a professional standard signals that management and leadership wellbeing is valued and essential to quality service delivery.

Standard 7: Community engagement and professional relationships

Overview

OSHC services operate within complex relational ecosystems where quality outcomes for children depend fundamentally on the strength and effectiveness of professional relationships across multiple stakeholder groups. Unlike many education and care contexts, OSHC educators must navigate partnerships with schools sharing physical spaces, families accessing services during critical transitional times of day, community organisations enriching program delivery, and diverse professionals supporting children's holistic development. These relationships are not peripheral to OSHC practice but central to its effectiveness, influencing everything from children's sense of belonging and developmental outcomes to service sustainability, operational efficiency, and the sector's professional recognition and community standing.

This standard encompasses eight interconnected focus areas that together define the relational competencies essential for professional OSHC practice. These areas address relationships and interactions with and between children; partnerships with families as children's primary educators; collaboration with para-professionals supporting diverse needs; coordination with schools sharing care responsibilities; engagement with community members and organisations; professional relationships with Approved Providers and employers; constructive engagement with regulatory authorities; and participation in inter-organisational professional learning communities. Collectively, these capabilities enable OSHC managers and leaders to build the collaborative networks, partnerships, and professional connections necessary to deliver responsive, high-quality programs while contributing to broader sector development and children's wellbeing within their communities.

Areas of Focus

7.1 Relationships and interactions with and between children

Building positive relationships with and between children forms the foundation of quality OSHC practice. These relationships directly influence children's sense of belonging, emotional wellbeing, and capacity to develop social competencies essential for their development. OSHC educators who skilfully facilitate respectful, responsive interactions create environments where children feel valued and safe to explore, take risks, and develop meaningful peer connections. By intentionally nurturing relationships between children from diverse age groups, backgrounds, and abilities, OSHC managers and leaders foster inclusive communities that celebrate difference and build social cohesion. This relational approach is central to supporting children's agency, identity formation, and development of critical life skills including conflict resolution, empathy, and collaboration.

7.2 Relationships and interactions with families

Strong partnerships with families are essential to delivering responsive, child-centred OSHC programs that support children's holistic development. Families possess invaluable knowledge about their children's interests, needs, cultural backgrounds, and family circumstances that educators must integrate into program planning and daily interactions. Effective communication and genuine collaboration with families builds trust, ensures continuity of care between home and OSHC settings, and enables managers, leaders, and educators to respond appropriately to individual children's circumstances. These relationships also strengthen families' connection to their community, provide vital support networks, and ensure families feel respected as their children's primary educators. In the OSHC context, where services operate during the critical bookend hours of children's days, positive family relationships are fundamental to addressing logistical challenges, responding to changing family needs, and ensuring services remain accessible and supportive.

7.3 Relationships and interactions with para-professionals

Para-professionals in the OSHC context include (but is not exclusive to) allied health professionals, social workers, speech pathologists, occupational therapists, counsellors, and other specialists who support children's diverse needs. Collaboration with para-professionals such as allied health practitioners, counsellors, and specialist support services is critical for supporting children with additional needs and ensuring inclusive, accessible OSHC programs. These professional relationships enable managers and leaders, as well as educators, to access expert guidance, implement evidence-based strategies, and create supportive environments that accommodate diverse learning styles, developmental needs, and therapeutic requirements. Working effectively with para-professionals requires clear communication protocols, shared goal setting, and mutual respect for different areas of expertise. By building these collaborative relationships, OSHC managers and leaders can better support children's individual learning plans, respond appropriately to complex behavioural or developmental concerns, and ensure seamless coordination between multiple service providers involved in a child's care. This integrated approach strengthens outcomes for children while building managers' and leaders' professional capacity through knowledge sharing and cross-disciplinary learning.

7.4 Relationships and interactions with school

The relationship between OSHC services and schools is uniquely important given the shared physical space, overlapping duty of care responsibilities, and common cohort of children and families served. Strong school partnerships ensure operational efficiency, clear communication about children's wellbeing and behavioural concerns, and coordinated responses to incidents or emergencies. Collaborative relationships with principals, teachers, and administrative staff enable OSHC managers and leaders to align programs with school values and priorities, access facilities and resources appropriately, and contribute to whole-of-school approaches to child safety and wellbeing. These partnerships are also essential for addressing practical matters including venue access, supervision arrangements during transitions, and shared use of indoor and outdoor spaces. When OSHC services and schools work together effectively, they create seamless experiences for children and families while demonstrating the complementary yet distinct educational value that quality OSHC programs provide within the broader educational ecosystem.

7.5 Relationships and interactions with community members and organisations

Engaging with community members and organisations enriches OSHC programs by connecting children to their local community, accessing diverse resources and expertise, and building networks that support service sustainability. Relationships with local businesses, cultural organisations, sporting clubs, libraries, emergency services, and community groups create opportunities for authentic learning experiences, incursions, excursions, and intergenerational connections. These partnerships demonstrate to children how they are valued members of their community while exposing them to diverse perspectives, careers, and possibilities. Community engagement also strengthens the OSHC service's social licence, builds awareness of the sector's contribution to community wellbeing, and can generate vital support through volunteering, donations, or advocacy. For services in regional or remote areas, strong community connections are particularly critical for accessing resources and building resilient local networks.

7.6 Relationships and interactions with Approved Provider/Employer

The relationship between OSHC managers and leaders and their Approved Provider or employer is fundamental to creating sustainable, high-quality services that support both children and workforce wellbeing. Clear, respectful communication with governing bodies ensures managers and leaders understand service policies, compliance requirements, and organisational expectations while providing channels to raise concerns, suggest improvements, and access professional support. Positive provider relationships enable managers and leaders to advocate for adequate resources, appropriate staffing ratios, professional development opportunities, and working conditions that support quality practice. This relationship also influences workplace culture, job satisfaction, and staff retention which are critical factors in an industry facing significant workforce challenges. When providers demonstrate genuine investment in their managers, leaders, and educators through fair employment practices, responsive leadership, and commitment to continuous improvement, they create the foundation for stable, engaged teams capable of delivering consistently high-quality programs.

7.7 Relationships and interactions with Regulatory Authorities

Professional, proactive engagement with Regulatory Authorities ensures OSHC services meet compliance obligations while contributing to the continuous improvement of sector quality standards. Understanding regulatory requirements, maintaining transparent communication during assessment and rating processes or audits, and responding constructively to feedback demonstrates professional accountability and commitment to excellence. These relationships enable services to seek clarification on regulatory interpretations, stay informed about legislative changes, and access support for quality improvement initiatives. Regulatory interactions also provide valuable opportunities for managers and leaders to advocate for sector-specific considerations, contribute to policy development, and demonstrate the unique characteristics of quality OSHC provision. Services that view regulatory relationships as partnerships for quality improvement rather than purely compliance exercises are better positioned to achieve strong assessment outcomes while building positive working relationships with authorities.

7.8 Inter-organisational relationships and interactions (Professional learning community)

Participation in professional learning communities and inter-organisational networks is essential for combating professional isolation, accessing current research and best practice, and contributing to sector-wide improvement. OSHC educators who engage with peers across services, peak bodies, professional associations, and sector networks gain exposure to diverse perspectives, innovative practices, and collective problem-solving approaches that strengthen their professional practice. These communities provide vital forums for sharing challenges, celebrating successes, and accessing mentorship from experienced practitioners. Inter-organisational relationships also strengthen the sector's collective voice in advocacy efforts, enable resource sharing and collaborative initiatives, and build professional identity among managers and leaders who often work in small teams or isolated contexts. By actively participating in professional learning communities, managers and leaders demonstrate commitment to lifelong learning while contributing to the knowledge base and professional culture that elevates the entire OSHC sector.





National Outside School Hours Services Alliance

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