Outside School Hours Care

Professional Standards for Educators

The crucial role of the educator

Educators share a significant responsibility in preparing young people to lead successful and productive lives. The Professional Standards for Educators (the Standards) reflect and build on national and international evidence that an educator's effectiveness has a powerful impact on children's wellbeing and development. Effective educators can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about matters that affect them.

Professional standards for educators

Developing professional standards for educators that can guide professional learning, practice and engagement facilitates the improvement of educator quality and contributes positively to the public standing of the profession. The key elements of a quality educator are described in the Standards. They articulate what educators are expected to know and be able to do at four career stages: Foundation, Developing, Proficient and Lead.

The language used to describe each of the career stages has been thoughtfully approached. As many educators in OSHC do not hold formal qualifications when they begin their career in OSHC, the standards articulate the essential knowledge, practice and engagement foundations. The next level describes educator's progress as developing and complements the formal qualifications that educators may be working towards. At the proficient and lead levels, educators may have completed and obtained a relevant qualification.

The Standards and their descriptors represent an analysis of effective, contemporary practice by educators throughout Australia. Their development included a synthesis of the descriptions of educators' knowledge, practice and professional engagement used by accreditation and training authorities, employers and professional associations. Each descriptor has been informed by educators' understanding of what is required at different stages of their careers. A sector specific validation process ensured that each descriptor was shaped by the OSHC profession.

Purpose of the Standards

The Professional Standards for Educators are a public statement of what constitutes educator quality. They define the work of educators and make explicit the elements of high-quality, effective Outside School Hours Care provision in quality services that will contribute to enhancing outcomes for children. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across educators' careers. They present a common understanding and language for discourse between educators, educational leaders, nominated supervisors, governing organisations, professional associations and the public.

Educator standards also inform the development of professional learning goals, provide a framework by which educators can judge the success of their work and assist self-reflection and self- assessment. Educators can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements. Standards contribute to the professionalisation of education and care services including Outside School Hours Care and raise the status of the profession. They could also be used as the basis for a performance evaluation, helping to ensure that educators can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The Professional Standards for Educators are organised into four career stages and guide the preparation, support and development of educators. The stages reflect the continuum of an educator's developing professional expertise from training and prevocational preparation through to being an exemplary practitioner and a leader in the profession.

The Foundation Standards will underpin the initial induction and training of educators. The Developing Standards demonstrate progress as educators move beyond the Foundation level towards Proficiency. The Proficient Standards will be used to underpin processes for full recognition as an experienced educator and to support the requirements of nationally consistent approach to educator practice.

The Standards at the career stage of Lead will inform the effective delegation of a suitably qualified and experienced educator to the role of Educational Leader.

Effective implementation of the Professional Standards supports OSHC services to meet Element 4.2.2 of the National Quality Standard 'Professional standards guide practice, interactions and relationships'.

Organisation of the Professional Standards for Educators

The Professional Standards for Educators comprise seven Standards which outline what educators 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 educator in Outside School Hours Care settings draws on aspects of all three domains.

Within each Standard focus areas provide further illustration of educator knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Foundation, Developing, Proficient and Lead.

Foundation	Developing	Proficient	Lead
Understands and demonstrates awareness relevant to standard descriptor	Demonstrates knowledge, practical application and contributes to relevant organisational activities	Able to apply knowledge and skills to design, implement, review, evaluate and maintain programs, relationships and relevant organisational activities	Able to support, guide and assist others to understand, interpret and apply relevant concepts and ideas
Underpins the initial induction and training of educators	Demonstrating progress as the educator moves beyond foundation level towards proficiency	Skilled, capable and competent educator	Suitably qualified and experienced educator e.g. for the role of Educational Leader, Coordinator, Director or Nominated Supervisor

Outside School Hours Care (OSHC)
Professional Standards for Educators

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

Professional Knowledge

Standard 1 - Understand children and how they develop

Focus	Foundation	Developing	Proficient	Lead
1.1 Holistic development of children	Demonstrate awareness of basic benchmarks for growth and development	Identify benchmarks related to physical, cognitive, language and communication, social and emotional and creative development	Identify and communicate benchmarks related to physical, cognitive, language and communication, social and emotional and creative development and use this to promote growth and development	Select from a flexible and effective repertoire of strategies to support holistic development
1.2 Understand children's preferences, learning, needs and interests	Demonstrate awareness of individual differences in development and learning	Demonstrate knowledge and understanding of individual differences in development and learning	Identify and communicate current theories and perspectives with regards ongoing research related to child and youth development and learning	Support colleagues to understand and make use of current theories and perspectives with regards ongoing research related to child and youth development and learning
1.3 Children's diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate awareness of children's diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of engagement strategies that are responsive to the strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds	Design and demonstrate engagement strategies that are responsive to the strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds	Support colleagues to develop effective engagement strategies that effectively respond to the strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds

Professional Knowledge

Focus	Foundation	Developing	Proficient	Lead
1.4 Strategies for engaging Aboriginal and Torres Strait Islander children	Demonstrate awareness of appropriate strategies for engaging Aboriginal and Torres Strait Islander Children	Demonstrate knowledge and understanding of the impact of culture, cultural identity and linguistic background on the engagement of children from Aboriginal and Torres Strait Islander backgrounds	Design and demonstrate engagement strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander children	Provide advice and support colleagues in the implementation of effective engagement strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives
1.5 Differentiate practice to meet the individual needs of children across the full range of abilities	Demonstrate awareness of approaches to differentiate practice to meet the individual needs of children	Demonstrate knowledge and understanding of strategies for differentiating approaches to meet the diverse needs of children across the full range of abilities	Design and implement activities that incorporate differentiated strategies to meet the specific needs and interests of children across the full range of abilities	Evaluate and modify/adapt programs using a variety of data (observations, documentation and conversations) that are differentiated for the individual needs of children across the full range of abilities
1.6 Strategies to support full participation of children with a disability	Demonstrate awareness of strategies to support full participation of children with a disability	Demonstrate knowledge and understanding of legislative requirements and strategies that support participation of children with a disability	Design and implement experiences and activities that support the active participation of children with a disability and address relevant policy and legislative requirements	Support, guide and assist colleagues to access specialist knowledge and relevant policy and legislation to develop programs that support the participation and engagement of children with disability

Professional Knowledge

Standard 2 - Know the Framework and how it informs the program and curriculum decision making				
Focus	Foundation	Developing	Proficient	Lead
2.1 Framework content and practice	Demonstrate awareness of the Framework	Demonstrate knowledge and understanding of the concepts, substance and structure of the Framework	Apply knowledge of the content and strategies for each program area to develop engaging experiences and activities	Support colleagues using current and comprehensive knowledge of the Framework to design and implement an engaging program
2.2 Program design and organisation promoting learning opportunities	Support the organisation of the program to encourage each child's learning	Participate in the organisation of the program to maximise opportunities for each child's learning	Design and implement engaging experiences and activities, including routines that maximise opportunities for each child's learning	Exhibit innovative practice and support colleagues in the selection and organisation of program experiences and activities and in the delivery of programs
2.3 Framework evaluation and communication/ sharing	Demonstrate awareness of evaluation strategies and their purpose	Demonstrate knowledge and understanding of evaluation strategies including reflective practice to inform future experiences and activities	Design and implement programs using evaluative strategies and critical reflection on children's learning and development	Support colleagues to plan, implement, observe and reflect upon experiences and activities within the program using contemporary knowledge and understanding of children's learning and development and the Framework to inform future actions

Professional Knowledge

Focus	Foundation	Developing	Proficient	Lead
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate awareness of Aboriginal and Torres Strait Islander histories, cultures and languages	Demonstrate knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	Provide opportunities for children to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	Support colleagues with providing opportunities for children to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5 Framework outcomes	Demonstrate awareness of the Framework outcomes	Demonstrate knowledge and understanding of the outcomes of the Framework and their purpose in curriculum decision making	Apply knowledge and understanding of the Framework to design and implement a program that is engaging and effective in achieving outcomes for children	Model high-level knowledge and support colleagues to implement effective engagement strategies and to improve their own practice

Professional Practice

Standard 3 - Design and deliver and effective program for all children				
Focus	Foundation	Developing	Proficient	Lead
3.1 Establish challenging goals for learning	Understand the purpose of goals for learning	Set clear, challenging and achievable goals for children	Set learning goals that provide achievable challenges for children of varying abilities and characteristics	Develop a culture of high expectations for all children by modelling and setting challenging goals
3.2 Organise and structure an effective program	Understand and support program organisation and structure	Plan experiences and activities using knowledge of children, their interests and effective participation strategies	Plan and implement well organised programs that engage children and promote learning and development	Work independently and with colleagues to plan, evaluate and modify programs to create environments that engage all children
3.3 Use appropriate pedagogies/ characteristics of effective practice	Demonstrate understanding of relevant pedagogies and characteristics of effective practice	Demonstrate knowledge and application of relevant pedagogies and characteristics of effective practice	Select and use relevant pedagogies and characteristics of effective practice to develop knowledge, skills, problem solving, critical and creative thinking and social and emotional well being	Support colleagues to select and apply effective pedagogies and characteristics of effective practice to develop knowledge, skills, problem solving, critical and creative thinking and social and emotional well being
3.4 Select and use resources	Demonstrate awareness of resources to engage children in the program	Demonstrate knowledge of a range of resources, including ICT, that engage children in the program	Select and/or create and use a range of resources, including ICT, to engage children in the program	Guide colleagues to create, select and use a wide range of resources, including ICT, to engage children in the program

Professional Practice

Focus	Foundation	Developing	Proficient	Lead
3.5 Use effective communications	Demonstrate awareness of verbal and non-verbal communications in interactions with children	Demonstrate a range of verbal and non-verbal communication strategies to support children's engagement	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement	Guide colleagues to select a wide range of verbal and non-verbal communication strategies to support children's understanding, participation, engagement and achievement
3.6 Evaluate and improve experiences and activities	Demonstrate awareness of evaluation strategies to improve experiences and activities	Demonstrate knowledge of strategies that can be used to evaluate programs to improve outcomes for children	Evaluate personal engagement strategies and programs using evidence, including feedback from children to inform planning	Work with colleagues to review current programs using feedback from children, evaluation data, Framework knowledge and workplace practices
3.7 Engage with families in the educative process	Demonstrate awareness of family engagement	Describe a broad range of strategies for involving families in the program design and its evaluation	Plan for appropriate and contextually relevant opportunities for families to be involved in and influence the program as it relates to their child	Work with colleagues to provide appropriate and contextually relevant opportunities for families to be involved in the program as it relates to their child

Professional Practice

Standard 4 - Create and maintain supportive and safe environment

Focus	Foundation	Developing	Proficient	Lead
4.1 Support child engagement	Demonstrate awareness of engagement strategies	Identify strategies to support inclusive participation and engagement in experiences and activities	Establish and implement inclusive and positive interactions to engage and support all children in experiences and activities	Model effective practice and support colleagues to implement inclusive strategies that engage and support all children
4.2 Manage experiences and activities	Support management of experiences and activities	Demonstrate the capacity to organise experiences and activities and provide clear directions	Establish and maintain effective transitions and routines to create an environment when children's time is spent enjoying experiences and activities	Model and share with colleagues a flexible repertoire of strategies to managing transitions and routines to ensure all children are engaged in meaningful and enjoyable experiences and activities
4.3 Manage and support challenging behaviour	Demonstrate awareness of challenging behaviour and importance of support	Demonstrate knowledge of practical approaches to manage/support challenging behaviour	Manage/support challenging behaviour by establishing and negotiating clear expectations with children and address issues promptly, fairly and respectfully	Develop and share with colleagues a flexible repertoire of behaviour management/ support strategies using expert knowledge and workplace experience

Professional Practice

Focus	Foundation	Developing	Proficient	Lead
4.4 Maintain children's safety and well-being	Demonstrate awareness of and support children's safety and wellbeing	Describe strategies that support children's well-being and safety working within the policies and procedures of the service and legislative requirements	Ensure children's well-being and safety within the service by implementing policies and procedures and legislative requirements	Initiate and take responsibility for implementing and reviewing current service policy and procedure and legislative requirements to ensure the well-being and safety of children
4.5 Use ICT safely, responsibly and ethically	Demonstrate awareness of safety with ICT use in the service	Demonstrate understanding of the relevant issues and the strategies available to support the safe responsible and ethical use of ICT in the service	Incorporate strategies to promote the safe, responsible and ethical use of ICT in the service's program	Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT across the service's program

Standard 5 - Evaluate, assess and provide relevant feedback on children's experiences

Focus	Foundation	Developing	Proficient	Lead
5.1 Evaluate programs and learning	Demonstrate awareness of evaluation strategies	Demonstrate understanding of evaluation strategies, including informal and formal to determine the efficacy of the program	Develop, select and apply informal and formal evaluative strategies to assess the program and outcomes in the context of leisure and learning	Develop and apply a comprehensive range of evaluation strategies to assess the program and outcomes in the context of leisure and learning and support colleagues to evaluate the effectiveness of their approaches to assessment

Professional Practice

Focus	Foundation	Developing	Proficient	Lead
5.2 Provide feedback to children and families	Demonstrate understanding of the purpose of providing timely and appropriate feedback to children and families	Provide feedback to children and families relative to their ideas and interests	Provide timely, effective and appropriate feedback to children and families relative to their ideas and interests	Select from an effective range of strategies to provide group and individual feedback based on informed and timely consideration of all children's needs and interests in order to progress their involvement and engagement in the program
5.3 Make informed and purposeful decisions	Demonstrate awareness of helpful decision making	Demonstrate understanding of assessment/ evaluation and its application to support informed and purposeful decision making to improve outcomes for children	Understand and participate in assessment/ evaluation activities to support informed and purposeful program/ curriculum decision making to improve outcomes for children	Organise assessment/ evaluation activities that support informed and purposeful program/ curriculum decision making to improve outcomes for children
5.4 Interpret and analyse information	Demonstrate awareness of approaches to interpret and analyse information	Demonstrate the capacity to interpret evaluation data to modify programs and practice	Use evaluation data to analyse and interpret outcomes for children in relation to both leisure and learning goals	Work with colleagues to use evaluation data to analyse and interpret outcomes for children in relation to both leisure and learning goals as well as to identify interventions and to modify and enhance professional practice

Professional Practice

Focus	Foundation	Developing	Proficient	Lead
5.5 Make children's learning visible	Demonstrate awareness of approaches to make children's learning visible	Demonstrate understanding of a range of strategies for making children's learning visible to both children and their families	Ensure accurate and respectful records are available to children and families in making children's learning visible	Work with colleagues to construct accurate, informative and timely records for children and their families which make children's learning and achievement visible

Professional Engagement

Standard 6 - Engage in Professional Learning				
Focus	Foundation	Developing	Proficient	Lead
6.1 Identify and plan professional learning needs	Demonstrate awareness of Professional Standards	Demonstrate understanding of the role of the OSHC Professional Standards for Educators in identifying professional learning needs	Use the OSHC Professional Standards for Educators and advice from colleagues to reflect upon, identify and plan professional learning needs	Analyse the OSHC Professional Standards for Educators to plan personal professional development goals, support colleagues to identify and achieve personal development goals and volunteer workers (such as students) to improve practice
6.2 Engage in professional learning and improve practice	Demonstrate awareness of professional learning opportunities	Understand the relevant and appropriate sources of professional learning for educators	Participate in learning to update knowledge and practice, targeted to professional needs and service and/or sector priorities	Actively seek and plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice (mentoring and coaching) and offer quality placements for colleagues and volunteers (such as students) where applicable

Professional Engagement

Focus	Foundation	Developing	Proficient	Lead
6.3 Engage with colleagues and improve practice	Demonstrate awareness of feedback opportunities	Seek and apply constructive feedback from supervisors and lead educators to improve practice	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and outcomes for children
6.4 Apply professional learning and improve outcomes for children	Demonstrate awareness of the relationship between professional learning and improving outcomes for children	Demonstrate understanding of the purpose for continued professional learning and the implication for improved outcomes for children	Undertake professional learning programs designed to address identified needs for children, the program and the service and engage with colleagues to evaluate the effectiveness of educator professional learning activities	Plan, implement and support professional learning activities to address identified needs for children, the program and the service

Professional Engagement

Standard 7 - Engage professionally with colleagues, families and the community

Focus	Foundation	Developing	Proficient	Lead
7.1 Meet professional and ethical responsibilities	Demonstrate awareness of professional and ethical responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the OSHC profession	Demonstrate ethical standards and exercise sound judgement in decision making	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all service and community contexts
7.2 Comply with legislative and organisational requirements	Demonstrate awareness of legislative and organisational requirements	Understand and comply with the relevant legislative and organisational policies and procedures required for educators	Understand the implications of and consistently comply with relevant legislative and organisational policies and procedures contributing to policies and procedure reviews	Support colleagues to review, interpret and comply with legislative, administrative and organisational requirements, policies and procedures
7.3 Implement quality frameworks and standards	Demonstrate awareness of quality frameworks and standards	Understand and contribute to self-assessment and quality improvement	Support processes for effective self-assessment which inform the development and implementation of a quality improvement plan	Facilitate an effective, collaborative self-assessment process which informs the development and implementation of a comprehensive quality improvement plan and is regularly reviewed

Professional Engagement

Focus	Foundation	Developing	Proficient	Lead
7.4 Engage with families	Demonstrate awareness of families perspectives	Understand strategies for working effectively, sensitively and confidentially with families	Establish and maintain respectful collaborative relationships with families regarding their children's learning and well-being	Demonstrate responsiveness in all communications with families about their children's learning and well-being
7.5 Engage with professional educator networks and broader communities	Demonstrate awareness of professional networks	Understand the role of external professionals and community representatives in broadening educator's professional knowledge and practice	Participate in professional and community networks and forums to broaden knowledge and improve practice	Contribute to professional networks and associations and build productive links with the wider community to improve professional practice