OSHC Professional Standards for Educators

Educator Professional Standards Self-Assessment

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About This Self-Assessment

This tool helps OSHC educators reflect on their current practice across the five Professional Standards, grouped under three domains - Professional Knowledge, Professional Practice, and Professional Engagement.

For each statement, you rate your current performance against the four career-stage descriptors rather than a numeric score. The descriptors describe what practice typically looks like at each stage, from beginning out to lifting others and the profession. Your supervisor then adds observations against each focus area, and together you translate the results into shared development goals.

Scoring Methodology

Each focus area is self-rated against one of four career stages:

- **Foundation** - I'm starting out.
- **Developing** - I'm building consistent, reliable practice.
- **Proficient** - I practise confidently and independently.
- **Highly Accomplished** - My practice lifts others and the profession.

An overall career stage and a per-Standard stage are drawn from the pattern of focus-area ratings. Strengths are the Standards rated most highly; growth opportunities are those rated lowest. Results are a reflective guide, not a ranking.

Ethics & Responsible Use

This self-assessment supports reflective practice and professional growth across OSHC. Participation is voluntary. Individual responses are confidential and shared only with the respondent and their supervisor as agreed. Findings should support development conversations and goal-setting - they are not intended for performance management or disciplinary action. De-identified, aggregated data may be used to improve the tool and build sector benchmarks. Data is stored securely and handled in line with the Australian Privacy Principles. This report provides guidance, not legal, industrial-relations or clinical advice.

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Educator Professional Standards Self-Assessment

Aligned to the five Standards across Professional Knowledge, Practice, and Engagement.

Overall Profile



Assessment for

Name: John Smith
Role: OSHC Educator
Email: john.smith@example.com
Region: Queensland

Standard by Standard Summary

S1 · Know children and how they learn and develop	2.2	Developing
S2 · Know the Framework & how it informs the planning cycle	2.6	Proficient
S3 · Design, deliver & evaluate effective programs	2.8	Proficient
S4 · Create & maintain supportive, safe environments	2.3	Developing
S5 · Engage as a professional	2.8	Proficient

Top Strengths

- S3 · Design, deliver & evaluate effective programs
- S5 · Engage as a professional
- S2 · Know the Framework & how it informs the planning cycle

Growth Opportunities

- S4 · Create & maintain supportive, safe environments
- S1 · Know children and how they learn and develop

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Focus Area Breakdown & Supervisor Feedback

Self-rating for each focus area, with space for supervisor observations.

Foundation

"I'm starting out"

New to the concept or to OSHC. Works under guidance, seeks feedback, builds relationships and learns the service's routines, program and philosophy.

Developing

"I'm building consistent, reliable practice"

Needs less supervision. Uses own judgement in familiar situations, applies the framework and regulations with growing confidence, reflects with colleagues.

Proficient

"I practise confidently and independently"

Works autonomously and intentionally. Adapts experiences to children's needs, explains decisions using the framework and evidence, manages complex situations.

Highly Accomplished

"My practice lifts others and the profession"

Recognised as exemplary. Mentors and coaches others, leads pedagogy and quality improvement, and contributes beyond the service.

Professional Practice

S1 · Know children and how they learn and develop

FOCUS AREA	SELF-RATING	SUPERVISOR COMMENTS
1.1 Which statement best describes how you use your knowledge of children's development and interests?	Foundation	
1.2 How do you respond to children's linguistic, cultural, religious and socioeconomic backgrounds?	Developing	
1.3 Which statement best describes your practice in creating culturally safe environments for Aboriginal and Torres Strait Islander children?	Proficient	
1.4 How do you approach the inclusion of all children?	Highly Acc.	
1.5 How do you support children's rights and agency in OSHC?	Foundation	
1.6 How do you respond to the experiences children bring with them to OSHC?	Developing	

S2 · Know the Framework and how it informs the program cycle of planning and implementation

2.1 How would you describe your knowledge of My Time, Our Place (the Framework)?	Proficient	
2.2 How do you use the Framework's principles, practices and outcomes?	Highly Acc.	

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FOCUS AREA	SELF-RATING	SUPERVISOR COMMENTS
2.3 How do you engage with the program planning cycle?	Foundation	
2.4 How do you assess and evaluate whether the program is working for children?	Developing	
2.5 How do you understand and respect Aboriginal and Torres Strait Islander cultures through the Framework?	Proficient	
S3 · Design, deliver and evaluate effective programs and experiences for all children		
3.1 How do you establish goals for learning with children?	Highly Acc.	
3.2 How do you contribute to the organisation, structure, implementation and evaluation of the program?	Foundation	
3.3 How do you make decisions about your practice?	Developing	
3.4 How do you evaluate and improve the program?	Proficient	
3.5 How do you make children's learning and engagement visible to families?	Highly Acc.	
S4 · Create and maintain supportive and safe environments to promote wellbeing, learning and development		
4.1 How do you build relationships and communicate with children?	Foundation	
4.2 How do you manage experiences, activities and routines to keep children safe?	Developing	
4.3 How do you support children's behaviour as individuals and in groups?	Proficient	
4.4 How do you maintain children's safety and wellbeing in line with policies, procedures and legislative requirements?	Highly Acc.	
4.5 How do you promote cultural and psychological safety for all children?	Foundation	
4.6 How do you differentiate your practice to include all children?	Developing	

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4.7 How do you engage with digital technologies in the program?	Proficient	

S5 · Engage as a professional

5.1 How do you conduct yourself professionally and ethically?	Highly Acc.	
5.2 How do you identify, plan and engage in professional learning?	Foundation	
5.3 How do you apply professional learning and critical reflection to improve your practice?	Developing	
5.4 How do you engage with colleagues?	Proficient	
5.5 How do you engage with families, the school and other professionals beyond your team?	Highly Acc.	

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SMART Goals & Development Plan

Set together by the educator and supervisor, based on the self-assessment and feedback above. Using the focus-area results and supervisor comments, agree on 2-3 goals that are Specific, Measurable, Achievable, Relevant and Time-bound. Choose goals that build on strengths and target the agreed growth areas.

Suggested priority areas from this assessment

Standard 4 - Create & maintain supportive, safe environments (4.1 rated Foundation; 4.5 rated Foundation).
Standard 1 - Know children and how they learn and develop (1.1 rated Foundation; 1.5 rated Foundation).

Goal 1

Linked to Standard / focus area:

Specific What exactly will you do?	
Measurable How will you know it's achieved?	
Achievable Is it realistic with current support?	
Relevant Why does it matter for practice?	
Time-bound By when?	

Support / Resources

Review Date

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Goal 2

Linked to Standard / focus area:

Specific What exactly will you do?	
Measurable How will you know it's achieved?	
Achievable Is it realistic with current support?	
Relevant Why does it matter for practice?	
Time-bound By when?	

Support / Resources

Review Date

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