

## Recorded Training Package Training Topics

QCAN have an extensive variety of sector specific professional development and training opportunities relevant to the Australian OSHC sector. All PD and Training is delivered by highly experienced and qualified OSHC professionals.

### Topic 1

#### **Supporting Positive Behaviour in OSHC Series - Part 1 - A Relational Approach to Guiding Behaviour**

In our busy OSHC environments, behaviour can be a source of frustration and confusion, but as Educators, we are in a privileged position to be able to make a real impact on our communities understanding and response to behaviour. Interactions and supporting children is integrated practice for the day-to-day work of an OSHC educator. While supervising, delivering the program and guiding children, an OSHC educator will have multiple opportunities to interact and build relationships with them.

This training session focuses on Educators understanding that at the heart of effective behaviour guidance, is building positive relationships with children. Throughout this session we will draw upon relevant research and thinking that discusses why a relationship-based approach is more effective in shaping the behavioural outcomes for children. The approach OSHC educators take to form respectful, caring and secure relationships directly translates to the quality of care and outcomes for children attending their service.

This Session will cover the following:

- The role of supportive and reciprocal relationships
- Techniques and skills for effective positive behaviour guidance
- Identifying relationships that need work
- Practical strategies for developing positive relationships

### Topic 2

#### **Supporting Positive Behaviour in OSHC Series - Part 2 - Brain Development and Behaviour**

In session two of the behaviour series, we look to understand behaviour based on our knowledge of brain development. A child's brain develops in response to both genes and their environment. Ongoing research notes the way brain development affects children's ability to succeed in learning and social environments.

It is important that Educators have an understanding of children's development and the way that diverse experiences in childhood can impact this. This knowledge helps Educator's understand what behaviour may be communicating and develop strategies that support children to succeed.

This Session will cover the following:

- Brain Development in Early Childhood
- Trauma, Toxic Stress & Brain Development
- Sensory Processing & Behavioural Responses
- Trauma Informed Care
- Developing Strategies to Support Wellbeing

### Topic 3

#### **Supporting Positive Behaviour in OSHC Series - Part 3 - A Social and Emotional Approach to Guiding Behaviour**

In our busy OSHC environments, behaviour can be a source of frustration and confusion, but as Educators, we are in a privileged position to be able to make a real impact on our communities understanding and response to behaviour. In session 3 of the behaviour series, we discuss the role social and emotional learning (SEL) plays on

children's behaviour and the support Educators are able to provide in this space.

Research has shown that individuals with strong social-emotional skills are better equipped to manage daily challenges, build positive relationships and make informed decisions. It comes as no surprise that a natural consequence of this is an increase in positive behaviour and an improvement in young people's mental health and wellbeing. In OSHC Educators have an important role to play in providing the time & space for children to develop healthy emotional regulation.

This Session will cover the following:

- Understanding Social & Emotional Learning Skills
- The Role SEL skills play on Behaviour
- Supporting children's behaviour using a SEL lens
- Targeted approaches to SEL learning

#### **Topic 4**

##### **Supporting Positive Behaviour in OSHC Series -Part 4 - Behaviours that Challenge in OSHC**

At times in our work with children and families we are confronted with behaviours that challenge us. Many of these behaviours are often children's (or their families) best attempt at coping, connecting & communicating. In sessions 1-3 of the series, we unpacked behaviour in the context of children's experiences and development in order to reframe our response and develop effective, individualised proactive strategies.

In the final session of the behaviour series, we discuss our immediate responses to behaviours that challenge us and the way we work intentionally to minimise harm. Educators will be encouraged to examine their responses & reactions to behaviour and the role these have in redirecting and deescalating complex situations.

This session will cover:

- Responding to the challenging behaviours of children in crisis
- De-Escalating Crisis situations
- Creating physically and emotionally safe OSHC environments
- Knowing and accessing the supports available

#### **Topic 5**

##### **Roles and Responsibilities of an OSHC Educator Part 1 and Part 2**

Consider this your most comprehensive induction session to the Outside School Hours Care profession. Whether you are just starting out in your career in OSHC, returning after a break, looking to upskill & refresh or a service leader wanting to provide your team with a solid foundation, this is the training for you.

Educators working with children in OSHC are in a very privileged and important position. In this session, you will learn about the OSHC sector and the roles and responsibilities you will be expected to fulfill as an Educator.

The topics covered in this professional development will equip you to be confident, engaged, professional Educators, ready to embark on the rewarding OSHC journey.

This training will cover:

Understanding your OSHC Context:

- OSHC Stakeholders
- Community Engagement
- Policies & Procedures

#### Educational Program & Practice:

- Demystifying the Framework
- Cycle of Planning
- Quality Improvement

#### The Educator Role:

- Understanding your role
- Using your strengths
- Teamwork
- Communication
- Professional Development
- Professional Standards

#### Educator Responsibilities:

- Duty of Care
- Active Supervision
- Child Safe Environments
- Health & Safety
- Child Protection

#### Respectful Relationships & Positive Interactions:

- Building Relationships
- Cultural Competence
- Child Development
- Supporting Behaviour
- Children with Additional Needs
- Families & School Community

### Topic 6

#### Proactive, Interactive and Effective Supervision

This session addresses the performance outcomes, skills and knowledge required to proactively and effectively supervise children in Outside School Hours Care.

#### Identifying potential risks

- Assessing the environment for hazards and impediments to supervision
- Identifying physical, psychological and logistical risks
- Using planning strategies and organizational policies and procedures to address identified risks and hazards
- Contextualizing supervision for children with additional needs

- Accessing health and medical information

Using positive support strategies and techniques

- Establishing behaviour expectations
- Modelling positive interactions
- Using verbal and non-verbal techniques to support behaviour
- Supervising and monitoring areas of responsibility
- Responding to situations
- Using planned strategies to minimize escalation

Maintaining a calm and confident demeanour

- Monitor and manage personal stress
- Articulating directions
- Assessing situations and appropriate action
- Summoning assistance
- Following debriefing and reporting processes

Reviewing and reflecting on the effectiveness of strategies and performance

- Collaborative evaluation
- Reflect on own performance including strengths, weaknesses and opportunities for improvement
- Identifying opportunities for change and revising processes for organizational policies and procedures

## Topic 7

### Nominated Supervisor and Responsible Persons

The Education and Care Services National Law Act (2010) and Regulation (2011) require that all services have a Nominated Supervisor. This is an ongoing obligation. An Approved Provider must identify the Nominated Supervisor for the service and provide evidence of that person's consent to fill the role. In the absence of these roles, a Responsible Person must be placed in day-to-day charge.

This session will explore the role of the Nominated Supervisor and in their absence, the Responsible Person in an OSHC service including how the Nominated Supervisor will manage their responsibilities and obligations as well as provide leadership to others making sure all educators are aware of and equipped to ensure relevant laws, provisions and standards are met.

The session will cover:

- Eligibility requirements for Nominated Supervisors and the Responsible Person
- Prescribed Responsibilities for the Nominated Supervisor and Approved Provider (within the Law and Regulations)
- Legislative contexts for OSHC
- Appointing 'Responsible Persons' in the absence of the Nominated Supervisor
- Considerations when undertaking the role of Nominated Supervisor or Responsible Person including providing informed consent, managing an unplanned visit by the regulatory authority (spot check) and clarifying the relationship between the shared obligations and responsibilities of these roles and the Approved Provider

## Topic 8

### Child Protection, Mandatory Reporting and Promoting Safe Behaviours

This workshop is designed specifically for understanding child protection issues in school-age care and explores the Child Protection Act (1999) and practice frameworks that underpin QLD child protection. OSHC services are in a unique position to understand the lives and experiences of children and families through the nature of their work. As a result of this and changes to legislation all OSHC professionals are Mandatory Reporters under the Act.

The learning outcomes of this session are to understand:

- An educator's role and responsibilities as defined by legislation
- Child protection issues and how to identify and report suspected abuse or harm
- What tools are available to support educators in their role and how to promote children's protective behaviours

## Topic 9

### Neurodiversity Affirming Approach – Inclusive OSHC Environments

"Inclusion enables access, engagement and success for all learners" (Ashmin & Elkins, 2009) and underpins all of the quality areas, with the words "each child" being used intentionally throughout the NQS, 18 times to be exact! Autism is part of the natural spectrum of neurological diversity and just one such example of the diversity we are likely to encounter in our day to day work with children & families. Individuals with autism speak to the way it impacts how they experience the world around them, with each individual having their own unique experiences. This webinar is for anyone interested in learning more about individuals on the autism spectrum and inclusive strategies that they can employ in OSHC environments.

This webinar will discuss:

- Understanding the Autism Spectrum
- The importance of understanding each individual to promote engagement and participation
- Practical & Inclusive "OSHC" strategies to support children on the Autism Spectrum.

## Topic 10

### Relationships and Interactions

"In school age care settings there is great importance placed on relationships and developing and strengthening children's talents and interests. Children learn to know, to do, to be, to live - together and to transform oneself and society (UNESCO)." (My Time, Our Place, 2011:5)

As school age care educators, we are impelled to acknowledge the importance of our role in developing and nurturing positive and meaningful relationships with children, families and other key stakeholders. These relationships directly contribute to positive outcomes for each child and offer them a blue print of how to establish connections for their entire lives.

This session will not only explore the role relationships play everyday in OSHC through the lens of the National Quality Framework and Professional Boundaries, it will give educators practical strategies they can draw on to expand and strengthen each and every relationship they have in their OSHC community; setting up 2022 as the year of Belonging.

## Topic 11

## **Threading My Time, Our Place into Practice**

The session will unpack a variety of techniques to enhance critical reflection which can be readily applied to all scenarios from engaging in deeper thinking about the program, play and children's rights through to critical incident debriefing and development of educators. The session will include an overview of these techniques as well as exploration of case studies to consider the practical application of these approaches.

### **Topic 12**

#### **Cycle of Planning and Meaningful Documentation**

This session reflects on the purpose of documentation, be it observations, evaluations, critical reflections or 'data collection' and the variety of ways 'thinking' and 'new learnings' can be captured. How can you ensure your thinking is shared whilst sharing the learnings of the children? How do you ensure other stakeholders hear your voice, and the unique wisdom only you can impart? How do you ensure you capture theirs? Importantly, how do we ensure the focus stays on "your work" of supporting children to learn through play rather than "more work" of unnecessary documentation? How do we make it meaningful?

### **Topic 13**

#### **Introduction to Tools for Critical Reflection**

The session will unpack a variety of techniques to enhance critical reflection which can be readily applied to all scenarios from engaging in deeper thinking about the program, play and children's rights through to critical incident debriefing and development of educators. The session will include an overview of these techniques as well as exploration of case studies to consider the practical application of these approaches.

### **Topic 14**

#### **NQS, Quality Improvement and Exploring Exceeding Themes**

In February 2018, the revised National Quality Standard (NQS) introduced changes to the way in which the 'Exceeding' rating is determined. There are now 3 exceeding themes against which service practice will be assessed for each standard within the NQS. These are:

- Exceeding theme 1: Practice is embedded in service operations
- Exceeding theme 2: Practice is informed by critical reflection
- Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

In this session, participants will explore each of the exceeding themes and how these themes might be addressed in the service's quality improvement plan. Strategies for gathering and presenting appropriate and relevant evidence at the exceeding level will also be discussed.

Participants will have the opportunity to share, collaborate and connect to demystify the 'exceeding' themes and make practical application of the guidance offered. Participants will be encouraged to see 'exceeding' as a possible and attainable goal.

### **Topic 15**

#### **The OSHC Professional Standards for Educators**

The session provides an Introduction to the OSHC Professional Standards for Educators.

The content includes:

- Introduction to the OSHC Professional Standards for Educators
- Facilitating educator performance evaluation using the OSHC Professional Standards for Educators
- Developing meaningful plans with goals to support educator learning and development linked to the National Quality Framework (NQS) and Quality Improvement Plan (QIP)
- Providing regular performance and progress feedback
- Embedding practice and critical reflection on performance to drive service quality and educator engagement
- Evaluation framework and research

## **Topic 16**

### **Risk Management in OSHC - Including Special Events, High Risk Activities and Excursions**

Outside School Hours Care Services face external and internal factors and influences that impact operations and achievement of objectives. Managing risks is vital in supporting services to set strategy and make informed decisions. Managing risk is part of governance and leadership and is fundamental to how a service is managed and operates at all levels.

This session uses the Australian Standard – Risk management guidelines as a framework to comprehensively:

- Identify risk
- Analyse risk
- Evaluate risk; and
- Treat risk

Participants will learn about best practice risk management approaches which also include how the risks are monitored and reviewed, recorded and reported as well as appropriate strategies for communication and consultation.

Each participant will receive a resource kit including a sample policy statement, templates and sample risk assessments which are aligned to the Australian Standard.

This session is intended to empower participants to recognise risk and implement appropriate and relevant risk assessment techniques so that opportunities can be pursued to enhance outcomes for children and families. Being able to effectively communicate with key stakeholders the benefit of risk assists in making informed decisions and protecting the interests of the Nominated Supervisor and Approved Provider.