

# OSHC Road Map: Useful Resources for NQS

*The introduction of the National Quality Framework into early childhood and school age care services has once again brought the quality of educational programs and services into the spotlight. Through the seven quality areas of the NQS educators are encouraged to strive for high quality programs for children through active and reflective participation in the two learning frameworks, the ELYF and FSAC. Educators in their engagement with the learning frameworks construct meaningful thinking on their beliefs and methods used within daily programs, NQS, pp. 21*

*The following document has been designed as a guide for services on their journey of reflection and change, and is a set of ideas to help empower educators to challenge current ideas and aim for best practice. The list is not exhaustive, but is a starting point to engage educators on a voyage of enquiry.*

## Websites

[Australian Children s Education & Care Quality Authority \(ACECQA\)](#) - ACECQA is an independent statutory authority who provides national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia. The National Quality Framework and supporting resources can be downloaded from their website. The Framework for School Age Care, the Educators guide to the framework and Information for families about the framework are available for download, along with a resource called Promoting collaborative partnerships between school age care services and schools found in [ACECQA Resources & Templates](#) section.

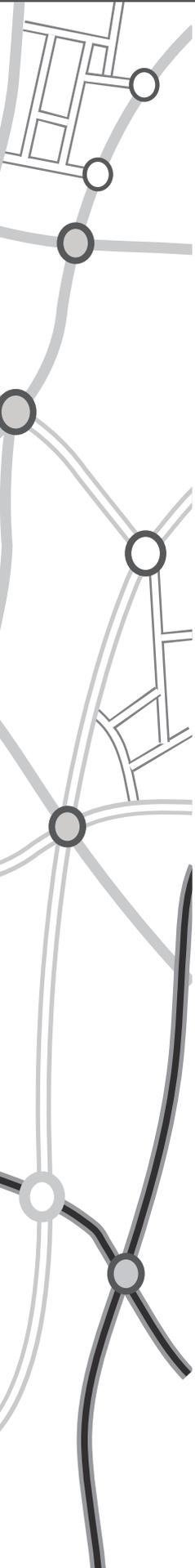
[Child Australia](#) Our website is a link for educators to current childhood practice in Australia. Contained within folders are publications and research to support best practice, informative fact sheets detailing a range of topics from practical planning ideas to inclusion support, links to other childhood websites locally and beyond. The Professional Support Coordinator (PSC) also provides information here about training and services to support educators in professional development.

[Kidsafe WA](#) - This site is a tool for educators as it is dedicated to the safety of children. It is a bank of information on current safety standards and has links to publications and fact sheets encouraging educators and families to be proactive toward safety and prevent injury risk. Sections on safety include home safety, road safety, playground safety and school safety.

[My Time, Our Place](#) - This website requires free registration, but is worth the five minute form filling as there are useful fact sheets, online discussion forums and useful links to support OSHC educators.

[Network of Outside School Hours Services Australia \(NOSHSA\)](#) - The Network of Out of School Hours Services Australia (NOSHSA) is a network of all Australian State and Territory Out of School Hours Services (OSHC) Associations. The website is home to the latest news and current issues related to the OSHC sector, along with links to media releases and resources to support the sector.

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[Outside School Hours Care in Western Australia \(OSHCWA\)](#) - OSHCWA provides opportunities for the WA OSHC sector to network together, share ideas and have conversations. OSHCWA is open to all WA OSHC services and their school age care educators.

[PSC National Alliance MTOP Resources](#) - Through the PSCA website educators can access an online familiarisation session. The aim of the session is for educators to become familiar with the Framework for School Age Care. The first section explores why there is a learning framework for school age care and supports educators to begin exploring the concepts of belonging, being and becoming.

The second section focuses on reflective practice, watching video footage and referring to MTOP to become more familiar with the framework and how it links with program planning. The PSCA have also produced a Team Meeting Package, a useful approach to helping middle childhood educators reflect upon My Time, Our Place, within the OSHC setting. The package consists of a user guide and power point presentation and provides a plan for looking at the framework within team meetings.

[Work Safe Western Australia](#), is a division of the Department of Commerce, the Western Australian State Government agency responsible for the administration of the Occupational Safety and Health Act 1984. This website has links to the current OSH laws and regulations, as well as resources and forms relating to OSH in the workplace. The [Safetyline](#) website has been created as a complimentary educational tool to the Work Safe site and includes resources, podcasts and videos relating to workplace safety issues.

## Articles

[Beyond the Institution: Cleaning up our act by Anthony Semann and Wendy Shepherd, Rattler Autumn 2008](#) - This article is an interesting conversation between two educators about environments in early childhood services and what hidden messages are being sent to children and families through the environment. It also has reflection on new ideas from a variety of resources which readers will find inspiring to take into their own services.

[‘Creating a Community of Learners’, by Catharine Hydon, Reflections, Gowrie Australia, Winter 2012, Issue 47, pp.14 - 15](#) - This article invites educators to embrace the current changes within children's services by the introduction of the NQF. The author encourages us educators who engage in professional enquiry and learning will become more comfortable in implementing the current reforms of the NQF. She also maintains that the success of these reforms is dependent on educator collaboration to create a learning community that embarks on change together

[Developing Portfolios for Children in OSHC](#) - This resource covers the purpose of portfolios, the challenges and opportunities they present and different ways in which portfolios can be set up.

[Making your Environment The Third Teacher by Margie Carter, co-author of Designs for Living and Learning](#) - This article calls for educators to consider the environments that they plan to be a tool for learning for children. The text invites educators to consider practical strategies when designing environments.

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[‘Meeting the Challenge of the NQS for School Age Care’ by Mandy Richardson, Reflections, Gowrie Australia, Winter 2012, Issue 47, pp. 8 -10](#) -This article records one School Age Care services’ reflective journey in adapting their service to the NQS. The author discusses the role of reflection to assist change in their programming and documentation styles, and how learning environments were enhanced and quality improved in services provided for children.

[Some Theories and Approaches Relevant to OSHC](#) - This resource is intended as a guide to support educators’ knowledge around a range of theories and approaches to inform and guide practice. This knowledge assists educators to develop a professional approach to working with children and helps to develop a deeper understanding of the children they work with, their needs and interests.

[Take charge of your personal and professional development by Carla B Goble and Diane M Horm, Young Children, November 2010, NAEYC](#) - This article written from an overseas perspective discusses the validity of benefits received from educators maintaining personal and professional growth through training. It also gives practical strategies on how to achieve this within early childhood settings.

## Online Publications

[The Australian Dietary Guidelines, incorporating The Australian Guide to Healthy Eating, 2011 Draft](#), by The Australian Government. These are the current guidelines that children’s services must consider when planning menus for children. In the current review serving sizes have been introduced for children 7 months to 11 years, encouraging the intake of appropriate foods into portions.

[Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood resources](#), an initiative of the Australian Government. This website offers a range of resources and publications related to the healthy eating and physical activity of children. The above two publications are referred to in NQS element 2.2.1 as the guiding publications which services must consult when providing food for children.

## Recommended Books

These books are available for loan from the PSC resource library at Child Australia in Malaga. Please refer to our website at [www.childaustralia.org.au](http://www.childaustralia.org.au) for further information.

**Before 9 after 3: A handbook for outside school hours care** -This book is a comprehensive and practical guide to setting up and providing quality care in outside school hours care programs. Designed for not only trained and untrained child carers, but also TAFE students, teachers, community members and parents in management committees, this book will be helpful to all those involved in this important part of children’s care. [Purchase this book](#)

**Caring Spaces, Learning Places: Children’s Environments that Work** by Jim Greenman, Exchange Press, 2007. This book offers ideas to educators to consider the environment as a tool to enhance learning. It examines that environments should be inclusive, be designed in partnership with families and connect to children’s culture. [Purchase this book](#)

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**Discipline in school-age care: Control the climate, not the children** - An easy-to-read guide focusing on the 'six key elements of a school-aged care program' that will support staff in regard to behaviour and discipline issues. Dr Dale Borman Fink asks after-school program staff to rethink their attitudes about the behaviour and misbehaviour of the children. The practical points contained in this helpful guide illustrate how the structure of the program may be contributing to behaviour problems and provide ideas on how to resolve those problems.

[Purchase this book](#)

**Inclusive Play Practical Strategies for Children from Birth to Eight: Second edition by Theresa Casey, Sage Publications, 2010** . This book gives ideas and strategies on how to create inclusive environments and experiences for young children. It highlights the importance of the links between documentation, reflection and practice. [Purchase this book](#)

**Involving Parents in their Children s Learning Second Edition by Margy Whalley, Sage Publications, 2007 (reprinted 2010)**. This book details the critical role that families play in influencing children's learning, and details the journey of a service on how families were, and are now included in collaborative planning. It also details how the dialogue within family conversations assists in sharing information and developing a curriculum which is meaningful and engaging for children s learning. [Purchase this book](#)

**Multiple intelligences and after-school environments: Keeping all children in mind** - Any environment designed for children - school and after-school programs - should have activities and materials that cater to the diverse range of children s needs. This book uses characters to illustrate how the multiple intelligences theory can be used to meet all children s needs. The definitions and profiles under each 'intelligence' in this book will quickly support staff in outside school hour s programs to do their job well. [Purchase this book](#)

**Risk and Adventure in Early Years Outdoor Play Learning from Forest Schools by Sara Knight, Sage Publications, 2011**. This book encourages educators to challenge the importance of the natural environment in making curriculum decisions, and the impact of those decisions on children s engagement in risk through play. The author maintains that children's participation within these experiences promotes self – awareness and self – regulation. [Purchase this book](#)

**Training outside school hours care staff: Before school, After School and Vacation Care by Roberta L Newman, Pademelon Press, 2006**. This book examines the professional skills educators should be encouraged to have when working in Outside of School Hours Care. It is designed as a training tool and includes practical strategies for educators to understand and communicate effectively with children, families and other team members to create a lasting connection that promotes partnership. [Purchase this book](#)

## Disclaimer

PSC would like to acknowledge that all electronic resources included within this publication were current at time of research. PSC would also like to acknowledge the borrowing capacity of resources from the PSC library is limited to library stock and loans will be on an availability basis. Please contact your local PSC for further information.

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