



OSHC EDUCATOR MICROCREDENTIAL

ASSESSMENT

WRITTEN
QUESTIONS

ACKNOWLEDGEMENT OF COUNTRY

The Queensland Children's Activities Network acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and recognise their continuing connection to culture, land, waterways and communities. We pay our respects to Elders past and present.

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PARTICIPANT DETAILS

Participant's Name:	
OSHC Workplace:	
Supervisor's Name:	
Supervisor's Position:	
Supervisor's Contact:	

INTRODUCTION

This assessment workbook is 1 of 3 that evidences the skills, knowledge and practice covered in the OSHC Educator Microcredential.

The microcredential is designed as an industry partnership meaning that the skills, knowledge and behaviours captured in the assessments are required to be demonstrated on-the-job in the workplace AND evidenced by a workplace supervisor in the separate Workplace Supervisor Report.

This assessment workbook evidence the skills and knowledge covered in the OSHC Educator Microcredential training sessions. There are separate sections for each of the two training dates and will be completed during the training and collected at the end of each of the sessions.

TYPES OF ASSESSMENT

There are three (3) types of assessment used throughout the microcredential. These are:

1. Written Questions (WQ) – completed during the training session
2. Policy Matrix (PM) – completed between the training dates; submitted at the 2nd date
3. Workplace Supervisor Report (WSR) – completed after each training date

Assessment Required for Completion:

Workplace Supervisor Report is the only assessment to be verified by QCAN.

Your workplace supervisor must use the Microsoft Form available via the link <https://forms.office.com/r/bKTZ5Ak2V0?origin=lprLink> or QR code to do this.

Email admin@qcan.org.au if you need support with this process.



Optional Assessments Evidence Acquired Skills and Knowledge:

You can choose whether you complete the Written Questions and Policy Matrix PDF Writable Assessments. If so, they should be filed at your service.

PARTICIPANT NAME:

SESSION 1

SESSION LOCATION:

DATE:

FOCUS AREA 1: LEGAL & PROFESSIONAL RESPONSIBILITIES OF EDUCATORS WORKING WITHIN THE NQF

1.1: Refer to your service philosophy and identify any of the guiding principles of the National Quality Framework that are evident (tick all that apply).

- The rights and best interests of the child are paramount;
- Children are successful, competent and capable learners;
- Equity, inclusion and diversity underpin the framework;
- Australia's Aboriginal and Torres Strait Islander cultures are valued;
- The role of parents and families is respected and supported;
- Best practice is expected in the provision of education and care services.

1.2: Who is the Regulatory Authority in your jurisdiction? Go to the ACECQA website www.acecqa.gov.au and complete the following:

Name	
Phone	
Email	

1.3: What does Section 166(3) of the National Law require of educators?

1.4: What does Regulation 156 of the Education and Care Services National Regulation require?

1.5: Which Quality Area do you think is the most important and why?

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

Why?

1.6: What is the ALF you must use to guide your practice in OSHC? (Tick all that apply)

- My Time, Our Place: Framework for School Age Care in Australia (2011)
- My Time, Our Place: Framework for School Age Care in Australia V2.0 (2022)
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0 (2022)
- Victorian Early Years Learning and Development Framework

1.7: Research your service's quality rating:

1. Go to the ACECQA website www.acecqa.gov.au
2. Search and go to 'National Registers'
3. Use the register to search for your service and answer the following questions:

Who is the Approved Provider of the service?

What is the Provider Approval Number?

What is the Service Approval Number?

How many children is the service approved to educate and care for?

What is the current overall rating of the service under the NQF?

What is the rating in each of the quality areas?

QA1	QA2	QA3	QA4	QA5	QA6	QA7

FOCUS AREA 2: CHILD PROTECTION AND DUTY OF CARE RESPONSIBILITIES OF AN OSHC EDUCATOR

2.1: What is the principal child protection act in your jurisdiction? (The main legislation that covers child protection issues and services in each state or territory)

- Children and Young People Act 2008 (ACT)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Care and Protection of Children Act 2007 (NT)
- Child Protection Act 1999 (Qld)
- Children and Young People (Safety) Act 2017 (SA)
- Children, Young Persons and their Families Act 1997 (Tas.)
- Children, Youth and Families Act 2005 (Vic.)
- Children and Community Services Act 2004 (WA)

2.2: Link the various conventions, laws, regulations, principles, standards, codes and concepts to the responsibilities they convey to educators working in OSHC.

Conventions, laws, regulations, principles, standards, codes and concepts		OSHC educators must
1	Child Protection Legislation	not discriminate based on race, colour, sex, gender, language, religion, disability etc.
2	United Nations Convention on the Rights of the Child – Article 2	listen to children and young people’s opinions and take them seriously.
3	Section 166 of the ECS National Law 2010	be aware of the child protection law, it’s application and their obligations.
4	Working with Children or vulnerable person screening legislation	provide children and young people with an adequate level of protection against harm.
5	ECS Regulation 84	report reasonable suspicion that a child is at risk of harm from physical or sexual abuse to the Department of Child Safety.
6	United Nations Convention on the Rights of the Child – Article 34	ensure the lines between their personal and professional relationships are not blurred.
7	Duty of Care	not use corporal punishment or discipline that is unreasonable in the circumstances.
8	United Nations Convention on the Rights of the Child – Article 12	sign and comply with it and report non-compliance by others.
9	Professional Boundaries	hold a current Working with Children or vulnerable persons authorisation.
10	Code of Conduct	To protect children and young people from sexual exploitation and sexual abuse.

2.3: Which of the following forms of child maltreatment must you legally report as a mandatory reporter in your state or territory? (Tick all that apply)

- Physical abuse
- Sexual abuse
- Emotional/psychological/mental abuse
- Neglect
- Exposure to domestic or family violence

2.4: Which of the following forms of child maltreatment should you ethically report as an educator in OSHC? (Tick all that apply)

- Physical abuse
- Sexual abuse
- Emotional/psychological/mental abuse
- Neglect
- Exposure to domestic or family violence

2.5: When responding to disclosures of abuse from children, educators should listen, reassure, and respect as they enact their organisations protocols for reporting to the relevant authorities. Use the AIFS Resource <https://aifs.gov.au/sites/default/files/2022-08/disclosure-infographic.pdf> to give two (2) examples of each in the table below:

Listen	Reassure	Respect

2.6: Duty of Care ... (Tick all that apply)

- is a common law concept
- is a responsibility of educators to provide children and young people with an adequate level of protection from harm
- requires that every reasonable precaution is taken
- is the fundamental obligation that educators have to keep children safe
- violations may expose an educator and their service to claims of negligence

2.7: List three (3) overarching questions from MTOP V2.0 that can guide your critical reflection.

FOCUS AREA 3: WORK HEALTH AND SAFETY AND MANAGING RISKS IN OSHC

3.1: Which of the following are your WHS rights ? (tick all that apply)

- safe machinery and structures
- instruction, training and supervision
- any necessary safety equipment
- consultation about safety in the workplace
- workers compensation
- say no to unsafe work

3.2: Which of the following are your WHS responsibilities?

- take reasonable care for your health and safety in the workplace
- take reasonable care for the health and safety of others who may be affected by what you do or don't do
- follow any reasonable health and safety instructions from your employer. For example, use equipment properly, follow safe work policies and procedures and attend training
- ask for help if you are not sure how to safely perform your work
- follow instructions and work safely
- report hazards, unsafe situations, near misses and injuries to your employer

3.3: Define hazard and give an example.

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3.4: Define risk and give an example.

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3.5: Apply the risk assessment process to the safe arrival of Prep Children to your After School Care in the table below.

Risk Assessment Phase	Written Response
Identify the potential hazard.	
What are the associated risks? Give two examples.	
Choose one and assess the risk of potential harm by using the risk matrix; assessing likelihood and consequence.	Likelihood:
	Consequence:
	Risk:
Manage the risk of harm by using appropriate control measures. Give two examples.	

3.6: What are three (3) different forms of documentation or written reports that you need to complete in your service as part of your responsibilities?

3.7: Provide three (3) examples of personal hygiene that help to ensure food safety in your service?

PARTICIPANT NAME:

SESSION 2

SESSION LOCATION:

DATE:

FOCUS AREA 4: RELATIONSHIPS WITH CHILDREN INCLUDING BEHAVIOUR GUIDANCE AND SUPPORT

4.1: Give one (1) example of how you uphold the following children’s rights.

CRC	Example
Article 12	
Article 31	

4.2: Tick all the examples of inappropriate discipline below:

- Time Out
- Supporting a child to regulate
- Corporal Punishment
- Labelling emotions with a child
- Helping a child find an activity to participate in
- Shaming a child in front of their peers
- Verbal intimidation
- Denying the child food and water
- Helping a child problem solve
- Providing a child with resources that help them regulate
- Using sarcastic or cruel humour
- Locking the child away
- Meeting with the child and parents/guardians to develop strategies
- Helping a child pick a quiet area and providing access to sensory tools

4.3: List three (3) ways educators can have positive interactions with children.

4.4: Match each Emotion Coaching step to the correct example

Emotion Coaching Step		Example
1	Attend to the Emotion	"What else could you do if you're feeling frustrated? This time, you threw the Lego out the window, what needs to happen now do you think?"
2	Name the Emotion	"I understand why you might feel frustrated, it's hard when other people break something you worked hard on"
3	Listen with empathy and validate children's feelings	"It looks like you could be frustrated, is that right?"
4	Meet the Need of the Emotion	"Jane I can tell that something is bothering you right now"
5	Problem Solve and Pinpoint Decision Making	"Would you like to come for a walk or have a drink of water?"

4.5: List the six (6) steps of Conflict Resolution.

1.
2.
3.
4.
5.
6.

4.6: Consider which of the three (3) different strategies below would be best to resolve the following scenarios.

1. Emotion Coaching
2. Reasonable Adjustment
3. Conflict Resolution

Example Scenarios	Strategy 1., 2. or 3.
Two children are fighting over the last tennis racket. They both have a hold of the racket and have raised voices.	
You notice a child off to the side of the group at pack up time. They are kicking out at anybody who walks past and muttering to themselves.	
You have a child at your service who is on medication and does not get hungry until 4:30pm. Afternoon tea is served at 3:00pm.	

FOCUS AREA 5: EFFECTIVE SUPERVISION & SAFE OSHC ENVIRONMENTS

5.1: What does Section 165 of the National Law require of educators?

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5.2: Adequate supervision relies on considering which three (3) factors?

5.3: Provide an example (1) of how knowing the children impacts your supervision.

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5.4: Dynamic risk assessment requires educators to notice new hazards and respond by taking reasonable precautions to protect children from harm.

Match the following responsive strategies to each of the scenarios in the table below.

1. Changing Positioning
2. Changing Environment
3. Changing Activity
4. Reminder of Expectations
5. Referring to Already Developed Control Measures (e.g. individual support plans)

Scenario	Response
You are allocated to supervise the hall with a colleague. Your colleague lets you know they need to provide first aid to a child. You move towards the middle of the hall where you can see the entire space, until your colleague lets you know that they are back in their original position.	
A game of red rover has started in the hall. After 5 minutes there's too many children participating. The children are crowded against one another and there is insufficient room to run safely. You check with the educator on the oval and ask children to take the game to this larger space.	
Children appear to be becoming very escalated during a game of dodgeball. There are lots of arguments about teams and "cheating". You call the group together to collaboratively decide on the rules and give everybody a break before re-starting the game.	
You and a colleague are running a woodwork activity with the children. Due to the multiple ages this activity requires two educators. When it is time for your colleague to go home, you help the children pick a different activity that you are able to supervise safely on your own.	
Josephine is becoming increasingly upset in the noisy upstairs environment. You remember reading Josephine's individual support plan and offer for her to do a job and take a break from this environment, as per one of the documented strategies.	

5.5: You are supervising a game of soccer on the oval. You are the only educator present in this area.

Things are going smoothly until;

1. The ball goes over the fence into the bushland behind the oval. One of the children starts to run towards the fence line.
2. Two grade three children begin arguing over who will take the goal kick. One of the children has grabbed the other's shirt collar.
3. One of the new prep children has said that they are busting to use the toilet.

Outline how you would respond to the above scenario. Be sure to include:

- The order you would respond to each event and why?
- The actions you would take to ensure children's safety

5.6: Match each of the five (5) supervision skills to their correct example in the table below.

1. Effective communication; 2. Listening; 3. Scanning; 4. Positioning; 5. Being 'With It'

Supervision Skill	Example
	Emily continues to look around the playground to see the activities that each child is engaging in and notice when children may need support or redirection.
	Emily positions herself next to the gate that leads to the main road. This means she can see the children coming and going from the space, she can see the entirety of the playground and it prevents children being able to leave without being noticed.
	Emily pays attention to the volume of noise, noticing raised voices or whispers. She listens to conversations and identifies when to let children problem solve independently and when assistance may be required.
	Emily makes sure she is focussed on the environment and children throughout her shift. She is attuned to children's non-verbal cues, is looking out for changes in risk and noticing what children are interested in.

	<p>Emily uses her walkie talkie to let her colleagues know when children are moving between spaces, going home or when she needs support from a float educator. She always checks in before leaving her space, to make sure it is still adequately supervised.</p> <p>Emily reminds children of expectations and adapts her communication to meet the needs of different children when offering reminders, supporting problem solving or having conversations.</p>
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5.7: List three (3) different supervision systems used in OSHC.

5.8: Provide an example (1) of how your service uses one of these systems.

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FOCUS AREA 6: DESIGNING & DELIVERING EXPERIENCES IN OSHC

6.1: What are the three (3) themes of the framework?

6.2: List the eight (8) principles of the framework.

6.3: List the seven (7) practices of the framework:

6.3: Choose a word from the MTOP glossary and provide the definition.

Word:

6.4: What are two (2) reasons why we document the program?

6.5: Complete the tables below by listing the five (5) phases of the school age care and matching the appropriate practice example to each phase.

Planning Cycle		Practice Example
1	Red Phase: Observe / Listen / Collect Information	Kylie draws upon her understanding of each child’s needs and theories like neurodiversity. She uses these approaches to recognize that the current way of running afternoon tea is not working for each child. She talks to the children to make sense of why afternoon tea isn’t working and tries to understand what’s causing these behaviours.
2	Pink Phase: Assess / Analyse	After implementation, Kylie reflects on who was advantaged and disadvantaged by this new routine. She collaborates with children and parents to evaluate what worked and what needs to change.
3	Orange Phase: Plan / Design	Kylie collaboratively develops a new plan for afternoon tea with the children, her colleagues and the parents. They spend time thinking about how they can make afternoon tea more flexible.
4	Blue Phase: Implement / Enact / Do	Kylie observes that the children seem really unsettled during afternoon tea time. She notices that educators are spending most of afternoon tea time responding to children’s escalated behaviours.
5	Green Phase: Evaluate / Critically Reflect	After providing notice to all stakeholders, Kylie implements the new afternoon tea routine.