



# Neurodiversity Affirming Practice

**DELIVERY GUIDE ADDENDUM**

In response to the feedback from the first Community of Practice sessions, we have developed supplementary resources to the Delivery Guide to support the rollout of the resources with educators. Educational leaders requested support in chunking the material to allow them to implement the information in shorter timeframes, i.e. re-envisioning each of the complete 2 hour sessions into a series of 15 minute sessions. We have delivered!

This is the first of the three content streams – Complex Behaviour Support in OSHC.

The others will follow over the coming weeks, with each document being uploaded as the content becomes available.

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<p><b>Session 1</b>  <b>What is Neurodiversity Affirming Practice?</b>          Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 3-5</li> <li>• <b>Watch:</b> Recorded Webinar Segment 00:00 min – 09:05 min</li> </ul> <p><b>Please print a copy of the Session 1 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>          1 min</p>	<p>Support educators to broaden their definition of diversity. Neurodiversity is a “newer” consideration in the diversity space.</p>
<p><b>Activity 1.</b>          6 min</p>	<p>Take a moment to note down your beliefs about diversity:</p> <ul style="list-style-type: none"> <li>• What does diversity mean to you?</li> <li>• What elements of diversity are considered within your service (e.g., gender, religion)?</li> <li>• Has your service considered diversity in ways of thinking and processing?</li> </ul>
<p><b>Activity NEW</b>          6 min</p>	<p>Re-read the glossary and important considerations in the Educator Workbook pages 4-5.</p> <ul style="list-style-type: none"> <li>• Is this new information?</li> <li>• Have you heard of this language before?</li> </ul> <p>Educators may be able to reference what they know about the different learning styles of children. Ask them how they use this in their practice.</p> <p>Have a conversation about why having a range of “different brains” should be valued in the work we do.</p>
<p><b>Before the next session</b>          2 min</p>	<p>Think about the concept of “ belonging” as outlined in MTOP V2.0.</p> <ul style="list-style-type: none"> <li>• How does valuing and including diversity create a sense of belonging?</li> <li>• What happens if children don’t feel able to be their authentic self?</li> </ul>
<p><b>White board question</b></p>	<p>Consider the definition of <b>Children or young people living with disability</b> in the MTOP V2.0 Glossary. Are we mindful of invisible or hidden disabilities our children in OSHC are living with? What about those that are temporary or those we perceive to have minimal impact?</p>

**Session 1 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

**Observe/  
Listen/  
Collect  
Information**

What do you notice about the different learning styles of children?

**Assess/  
Analyse/  
Interpret  
Learning**

How do you support children’s different learning styles? What else do you need to observe/think about?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

1.2 Understand children’s preferences, learning, needs and interests

Career Stage (tick 1)  
 Foundation     Developing  
 Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 2</b>  <b>Inclusion</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 5-7</li> <li>• <b>Watch:</b> Recorded Webinar Segment 09:06 min – 13:34 min</li> </ul> <p><b>Please print a copy of the Session 2 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Support educators to reflect on the meaning of inclusion and examine how their normalised practice aligns with this.</p>
<p><b>Activity 2.</b>  8 mins</p>	<p>Consider the expectation of “Whole Body Listening” (looking eyes, listening ears, hands in lap, legs crossed).</p> <ul style="list-style-type: none"> <li>• Who does this advantage?</li> <li>• Who does this disadvantage?</li> </ul> <p>Consider other normalised expectations including:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Only sitting on the ground at group time</li> <li>• No toys from home</li> </ul>
<p><b>Activity 3.</b>  5 min</p>	<p>We often consider the currency of the information we draw on to ensure practice is reflecting contemporary theory and research but this can still be problematic if silencing lived experience. Think about:</p> <ul style="list-style-type: none"> <li>• Where does our information on Autism and ADHD come from?</li> <li>• Who does it come from?</li> <li>• What might be the problem with relying on information from these sources (if any)?</li> </ul> <p><b>Note:</b> There may be some educators in your service who are neurodivergent. Never disclose somebodies’ diagnosis or make them feel obligated to share if they are not comfortable. If there are neurodivergent educators who have different experiences than those listed in this workbook – that’s ok! Each neurodivergent person is different. Validate their experience.</p>
<p><b>Before the next session</b>  1 min</p>	<p>What’s the difference between inclusion, exclusion, integration and segregation?</p> <p>Are we attuned to children who are masking?</p>
<p><b>White board question</b></p>	<p>What forms of diversity are valued in our service? What do we need to do more thinking about?</p>

**Session 2 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

**Observe/  
Listen/  
Collect  
Information**

Across your week make a note of the normalised behavioural expectations that are taken for granted at your service that are problematic for some children. This might include eye contact, only sitting on the ground at group/meal times, no toys from home etc.

**Assess/  
Analyse/  
Interpret  
Learning**

Consider if these expectations advantage or disadvantage certain groups of children. What are these children learning?  
This this equitable?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

1.6 Strategies to support full participation of children with a disability

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 3</b>  <b>About Autism &amp; ADHD</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 7-9</li> <li>• <b>Watch:</b> Recorded Webinar Segment 13:35 min – 19:19 min</li> </ul> <p><b>Please print a copy of the Session 3 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Support educators to have a broader understanding of Autism and ADHD, including the vastly different individual presentations that they may encounter in OSHC.</p>
<p><b>Activity NEW</b>  4 min</p>	<p>Watch the following video from Kym Scott Consultancy – Libby’s Conference Speech:  <a href="https://www.youtube.com/watch?v=RQ2BYHiyoOg">https://www.youtube.com/watch?v=RQ2BYHiyoOg</a></p>
<p><b>Activity NEW</b>  5 min</p>	<p>Which children in your OSHC are ‘hypersensitive’ to some aspects of communication? Consider:</p> <ul style="list-style-type: none"> <li>• Verbal Messages – the words we choose</li> <li>• Paraverbal Messages – how we say the words including volume/pitch, tone, pace/cadence/speed, vocal inflections</li> <li>• Nonverbal Messages – our body language including facial expressions, posture, gestures</li> </ul>
<p><b>Before the next session</b>  1 min</p>	<p>Watch the following video from Autism Awareness Australia – Understanding Autism; Women and Girls:  <a href="https://www.autismawareness.com.au/understanding-autism/women-girls">https://www.autismawareness.com.au/understanding-autism/women-girls</a></p>
<p><b>White board question</b></p>	<p>How can we be more intentional about all aspects of our communication?</p>

### Session 3 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

**Observe/  
Listen/  
Collect  
Information**

Observe a child enrolled in your program that has a diagnosis of Autism or ADHD. What do you know about this child? Where are your knowledge gaps? Build up a better understanding of their holistic development across the following domains:

Physical

Cognitive

Language and  
Communication

Social and  
Emotional

Creative



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

1.1 Holistic development of children

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice



<p><b>Session 4</b>  <b>Ablism and a Social Model of Disability</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 10-11</li> <li>• <b>Watch:</b> Recorded Webinar Segment 19:20 min – 24:12 min</li> </ul> <p><b>Please print a copy of the Session 4 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the inclusiveness of current language, expectations and support strategies. Reflect on any stereotyping or bias in practice.</p>
<p><b>Activity NEW</b>  8 min</p>	<p>Watch the following video from TEDxMacquarieUniversity by Jac den Houting – Why Everything you know about autism is wrong (or the first 8 minutes).</p> <p><a href="https://www.youtube.com/watch?v=A1AUdaH-EPM">https://www.youtube.com/watch?v=A1AUdaH-EPM</a></p>
<p><b>Activity NEW</b>  5 min</p>	<p>Refer to the Ableism resource by Neurowild. Consider the “Ways Neurodivergent People Experience Ableism from Others” resource. Have any of the following occurred in your OSHC setting:</p> <ul style="list-style-type: none"> <li>- Having sensory processing differences dismissed (e.g. being told to stop complaining, get on with it etc.)</li> <li>- Being expected to tolerate uncomfortable or distressing situations (consider excursions, routines, environments, interactions etc.)</li> <li>- Being expected to demonstrate neurotypical traits (whole body listening, eye contact, no stimming etc.)</li> </ul>
<p><b>Before the next session</b>  1 min</p>	<p>Consider how you would feel if you were unable to be your authentic self (maybe this is your current experience). The Activity below may help with this:</p> <p>What impact would that have on your sense of belonging?</p> <p>How would this impact your mental health?</p>
<p><b>Activity NEW</b>  3 min</p>	<p>Watch the following video from DARU – Human Rights Model of Disability – Featuring Ellie the Equality Emu</p> <p><a href="https://www.youtube.com/watch?app=desktop&amp;v=Jig5uNbN3xk">https://www.youtube.com/watch?app=desktop&amp;v=Jig5uNbN3xk</a></p>
<p><b>White board question</b></p>	<p>What barriers exist in our environment that make participation difficult for Neurodivergent Children?  How can we remove these barriers?</p>

**Session 4 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

**Evaluate/  
Critically  
Reflect**

Who is advantaged/  
included when we work in  
Ableist ways?

Who is disadvantaged,  
excluded or silenced?

How will children and  
young people benefit if  
we work to a social model  
of disability?

Why is a medical model of  
disability important for  
some individuals?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

6.2 Engage in professional learning and improve practice

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 5</b>  <b>Sensory Processing Differences</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 11-14</li> <li>• <b>Watch:</b> Recorded Webinar Segment 24:13 min – 29:10 min</li> </ul> <p><b>Please print a copy of the Session 5 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Support educators to reflect on their differing sensory needs and/or experiences. Recognise that other people can experience things differently to them, and that doesn't make it any less valid.</p>
<p><b>Activity 4.</b>  2 min</p>	<p>Discuss the following statements as a group</p> <ul style="list-style-type: none"> <li>• I avoid some foods because of the texture. I would rather go hungry than eat a mushy banana.</li> <li>• I add spice to my food.</li> <li>• I hum, whistle, sing or make other noises frequently.</li> <li>• I become frustrated when trying to find something in a crowded drawer or messy room.</li> </ul> <p>Educators may recognise that they've developed strategies to cope when sensory environments or experiences are not meeting their needs. Remember "The dress" – is it blue and black, or white and gold? This is just one example of people looking at the exact same thing and experiencing it differently. Sensory needs are just like that.</p>
<p><b>Activity 5.</b>  10 min</p>	<p>Complete the Sensory Preferences table in the Educator Workbook on page 13.</p> <p>Get educators to compare answers in their sensory preferences and use this to continue talking about the information on page 13 and 14 around Implementing Sensory Strategies – we all have different sensory "cups".</p>
<p><b>Before the next session</b>  2 min</p>	<p>Think about the strategies you use to fill your "sensory cups"? Imagine what it might be like if you were unable to get these needs met? How would this change your behaviour? (e.g. if you couldn't have your morning cup of coffee or listen to music on the way to work).</p>
<p><b>White board question</b></p>	<p>How do we meet the needs of children with BIG sensory cups (i.e. sensory seeking children)?</p>

**Session 5 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

<b>Observe/ Listen/ Collect Information</b>	Using the template provided in the Educator Workbook.  Think about a child at your service:  What have you noticed about their response to each of the 8 (yes 8!) sensory systems?	
<b>Assess/ Analyse/ Interpret Learning</b>	What do we know about their preferred sensory morning/afternoon?  Is this need currently being met?  (refer to template in Educator Workbook)	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

4.1 Support child engagement

Career Stage (tick 1) <input type="checkbox"/> Foundation <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Lead	Descriptor
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Example of Practice

<p><b>Session 6</b>  <b>Sensory Environments</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 15-17</li> <li>• <b>Watch:</b> Recorded Webinar Segment 29:10 min – 30:49 min</li> </ul> <p><b>Please print a copy of the Session 6 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider how educators meet children’s individualised sensory needs including making modifications to the environment or routine. It may mean considering different individualised strategies for particular children.</p>
<p><b>Activity</b>  5 min</p>	<p>Complete the reflection on page 15 “considering the spaces in your service”.</p> <ul style="list-style-type: none"> <li>• What do you like about it?</li> <li>• What don’t you like about it?</li> <li>• What aspects of this space make participating easier?</li> <li>• What aspects of this space make participating more difficult?</li> </ul> <p>If time permits, facilitate a time of group sharing and collaboration.</p>
<p><b>Activity</b>  7 min</p>	<p>Share the Case study on page 17. Are there any routines at your service that need re-thinking?</p> <p>Choose one routine and consider:</p> <ul style="list-style-type: none"> <li>• Who is advantaged by this?</li> <li>• Who is disadvantaged by this?</li> </ul> <p>What changes could you make for this to be more inclusive? (*remember, simply separating those children that have difficulty with this routine, is not inclusion, it’s segregation)</p>
<p><b>Before the next session</b>  2 min</p>	<p>Consider which environments or activities meet the needs of children who have;</p> <ul style="list-style-type: none"> <li>- A small auditory cup but a large movement cup</li> <li>- A large tactile and visual cup</li> <li>- A small olfactory (smell) cup</li> </ul> <p>Are there environments that certain groups of children find difficult to access? Why?</p>
<p><b>White board question</b></p>	<p>Break your white board up into each of the spaces at your service (e.g. oval, hall, OSHC room, eating area). Then consider: Which children regularly access each space? Which children NEVER access some spaces? Where does behaviour escalate?</p>

**Session 6 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

<p><b>Observe/ Listen/ Collect Information</b></p>	<p>Choose a child at your service. Where do they seem to spend the most time? Which environments do they find it difficult to be in? Which routines do they find easy? Which do they find challenging?</p>	
<p><b>Assess/ Analyse/ Interpret Learning</b></p>	<p>What might this tell us about their sensory needs?</p>	
<p><b>Plan/ Design</b></p>	<p>What chances could we make to these environments or routines? What tools could we provide to this child? (refer to Educator Workbook template)</p>	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

4.2 Manage experiences and activities

<p>Career Stage (tick 1)  <input type="checkbox"/> Foundation    <input type="checkbox"/> Developing  <input type="checkbox"/> Proficient    <input type="checkbox"/> Lead</p>	<p>Descriptor</p>
<p>Example of Practice</p>	

<p><b>Session 7</b>  <b>Executive Functioning</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 18-22</li> <li>• <b>Watch:</b> Recorded Webinar Segment 30.50 min – 39.59 min</li> </ul> <p><b>Please print a copy of the Session 7 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Educators are to consider the differences in executive functioning skills to add a different “lens” to behaviour. Maybe this child isn’t “defiant” or isn’t “ignoring you”. Consider the possibility that they need support with these skills.</p>
<p><b>Activity 7.</b>  4 min</p>	<p>After the example of “Emily”, ask the group if they can think of how executive functioning skills apply to their role as educators?</p> <p>Starting and stopping activities for children, pausing to resolve a conflict, sequencing tasks for craft or sport, calling parents etc.</p> <p>Discuss if there are particular instances or circumstances where these skills become more difficult to use?</p>
<p><b>Activity 8.</b>  5 min</p>	<p>Pause and ask educators in groups/pairs to think of a neurodivergent child in the service and identify if they’ve noticed any differences in executive functioning. The list of skills can be circled, highlighted or coloured in the workbook.</p> <p>If educators become “caught up” in talking about some of the behaviour this child has demonstrated, help re-direct them to consider what skills this child hasn’t developed YET that could lead to this behaviour.</p>
<p><b>Activity NEW</b></p>	<p>Can you picture a child who seems engaged and happy in the morning, but finds it difficult to regulate in the afternoon?  Maybe a child who has frequent meltdowns on some days, but appears quite calm on others?  Consider their experiences outside of OSHC and how these may use up all their spoons.  Remember - children do well when they can!  Consider when/where children find it difficult to do well with their executive functioning skills.</p>
<p><b>Before the next session</b>  2 min</p>	<p>Read more about independence and ableism here: <a href="https://theswaddle.com/how-societys-fixation-on-independence-as-a-universal-goal-excludes-disabled-chronically-ill-people/">https://theswaddle.com/how-societys-fixation-on-independence-as-a-universal-goal-excludes-disabled-chronically-ill-people/</a></p>
<p><b>White board question</b></p>	<p>Pick an everyday task/routine we expect children to participate in (e.g. going outside or packing their bag to go to school). Which executive functioning skills does this activity require?</p>

**Session 7 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

<p><b>Observe/ Listen/ Collect Information</b></p>	<p><b>*Additional Resource Required*</b> Provide the freely downloadable worksheet from TeacherspayTeachers “Neurowild Executive Functioning” here and use to make observations about a child’s executive functioning skills.</p>	
<p><b>Assess/ Analyse/ Interpret Learning</b></p>	<p>How is this impacting their behaviour or participation?</p>	
<p><b>Plan/ Design</b></p>	<p>Refer to the workbook to consider how you might support this child. * Remember expecting independence and providing no support is not inclusive.</p>	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

1.5 Differentiate practice to meet the individual needs of children across the full range of abilities

<p>Career Stage (tick 1)  <input type="checkbox"/> Foundation    <input type="checkbox"/> Developing  <input type="checkbox"/> Proficient    <input type="checkbox"/> Lead</p>	<p>Descriptor</p>
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Example of Practice



<p><b>Session 8</b>  <b>Communication Bias</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 21-25</li> <li>• <b>Watch:</b> Recorded Webinar Segment 40.00 min – 46.11 min</li> </ul> <p><b>Please print a copy of the Session 8 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Educators are to consider any bias they may have towards neurotypical communication and unpack where these expectations come from and how they can be adjusted.</p>
<p><b>Activity 10.</b>  4 min</p>	<p>With the educator group consider neurotypical “expectations” when it comes to socialising. Eye contact is given as an example in the Workbook. Other examples may be body language, facial expressions, tone, the type of information shared etc. Examine where these beliefs and expectations about social interactions come from.</p> <p>Some educators may still assert that eye contact is necessary for communication (or other expectation). This can be unpacked using critical reflection and by exploring what value these things hold? Why they may not work for everybody (e.g. different cultures have different beliefs about eye contact and respect) etc.</p>
<p><b>Activity 11.</b>  8 min</p>	<p>Communication Game</p> <p>Tell the group that they need pens and an A4 piece of paper. Explain that you are going to give them instructions and they need to follow them. They are not allowed to ask any questions. Look at drawing A in the Delivery Guide on page 28.</p> <p>Begin to provide step by step instructions to the group on how to draw the picture. For example “ In the middle of your page, draw a large triangle”. *Note you cannot say the names of body parts “eyes, tail, legs” etc. Stick to describing the shapes. Continue to deliver the instructions until you have explained the drawing. Show the group what their drawing should look like.</p> <p>If educator’s drawings do not look the same as the picture, tell them that they are “defiant” and deliberately chose not to follow the instructions. They may thoroughly disagree and say that it was the quality of the instructions that meant they couldn’t achieve success. Explain how easy it is for there to be a communication mismatch. SO often the onus is put on the child, particularly a neurodivergent child to change. We need to consider our own role in supporting children to achieve success. Maybe we need to change our own communication style.</p> <p>Ask for a volunteer to deliver the next set of instructions. This time use Picture B. on page 30 of the Delivery Guide.</p>
<p><b>Before the next session</b>  2 min</p>	<p>Think of an instance of miscommunication between children that has occurred recently.  What lead to this miscommunication?</p>
<p><b>White board question</b></p>	<p>How have you adjusted your communication over the last week to meet the needs of different children? (e.g. shortening instructions, giving instructions one, then another, then another etc., providing information visually, singing them).</p>

**Session 8 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

<p><b>Observe/ Listen/ Collect Information</b></p>	<p>How do you respond to children’s conflict or communication breakdown?</p>	
<p><b>Assess/ Analyse/ Interpret Learning</b></p>	<p>What informs your response?  Does this advantage or disadvantage anyone?  Does this draw upon any bias or stereotyping?</p>	
<p><b>Plan/ Design</b></p>	<p>How will you support children to understand different communication styles/needs?</p>	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

3.5 Use effective communications

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 9</b>  <b>Transitions</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 25-26</li> <li>• <b>Watch:</b> Recorded Webinar Segment 46.11 min – 51.56 min</li> </ul> <p><b>Please print a copy of the Session 9 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the demands placed on a child during transitions and reframe educators understanding of supporting transitions.</p>
<p><b>Activity 10.</b>  10 min</p>	<p>Consider the lens you use to view transitions. What assumptions do we make in the following typical OSHC scenario – you make a request of one of your children. Nothing, no response. Play continues as if you are not even there. You make it again, still no response. You start to raise your voice, maybe they can't hear you. And still crickets.</p> <p>In these moments, using our old mindset, it can feel like children are flat out ignoring us. You know, we call it selective hearing. It feels like they are ignoring you, acting disrespectfully and purposefully trying to irritate you. But...</p> <ul style="list-style-type: none"> <li>• What if they are not actively ignoring you?</li> <li>• What if they are not being disrespectful?</li> <li>• What if they are not trying to make you angry?</li> <li>• What if they are fully invested and inspired by what they are doing?</li> <li>• What if these moments give them space and safety?</li> </ul> <p>What if switching gears and doing what you want them to do requires a little more time for them to retract that hyperconnectivity so they can shift their focus and hear your request?</p> <p>Picture a child who has difficulty transitioning at your service. What could this child be thinking or experiencing during transitions? Read over the steps to support transitions and discuss which strategies you're already using, which strategies could you trial at your service.</p>
<p><b>Before the next session</b>  1 min</p>	<p>Read about differences in play and learning in the Educator Workbook page 26-27 and consider the following questions:</p> <p>Have you noticed any differences in the way children play and learn?</p> <p>What makes your leisure activities meaningful to you? Are these the same as your colleagues?</p> <p>How do you like to learn? Is this the same as your colleagues?</p>
<p><b>White board question</b></p>	<p>Which transitions in the service do children find tricky? (include micro transitions like pack up time, changing activities, moving from one space to another, as well as bigger transitions like parents leaving, going to school etc.)</p>

## Session 9 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

<b>Plan/ Design</b>	Plan how you'll use the transition strategies outlined in the workbook (or others) to support challenging transitions in the service.	
<b>Implement/ Enact</b>	Implement the strategies.	
<b>Evaluate/ Critically Reflect</b>	Who was advantaged or disadvantaged by these new strategies?  How will these strategies be embedded and become usual practice?  How have children been involved in this decision making?  Do any of these strategies require neurodivergent children to mask or conform?	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

4.2 Manage experiences and activities

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 10:</b>  <b>Behaviour &amp; Partnerships</b>          Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 28-32</li> <li>• <b>Watch:</b> Recorded Webinar Segment 51.56 min – 100.37 min</li> </ul> <p><b>Please print a copy of the Session 8 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>          1 min</p>	<p>Support educators to understand why behaviour escalates, leading to overwhelm or shutdown. Discuss opportunities for partnerships and how these are important to supporting children.</p>
<p><b>Activity 16.</b>          4 min</p>	<p>Consider the three main ideas children highlighted for adults:</p> <ol style="list-style-type: none"> <li>1. Know the things that can make me “feel out of control”</li> <li>2. Learn my strategies to help me regain “control”</li> <li>3. Understand the things that can make me feel worse</li> </ol> <p>Consider a child at your service and unpack what you know about the above three ideas. What information do you still need to gather? How will you collect this information? Where will this information be documented?</p>
<p><b>Activity 17.</b>          10 min</p>	<p>Complete the Knowledge Check at the end of the Educator Workbook.</p>
<p><b>White board question</b></p>	<p>What calming strategies do we use at our service? What would we like to try?</p>

**Session 10 Reflective Worksheet – Neurodiversity Affirming Practice in OSHC**



**Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)**

The Framework Planning Cycle pages 30 and 31

<p><b>Observe/ Listen/ Collect Information</b></p>	<p>Where does our information about children come from?</p> <p>Which stakeholders do we find it easy to collaborate with?</p> <p>Which stakeholders do we find it more difficult to collaborate with?</p>	
<p><b>Assess/ Analyse/ Interpret Learning</b></p>	<p>Are we capturing “holistic” information about a child? (e.g. not just relying on a medical diagnosis).</p> <p>How do we use this information to inform our support strategies?</p>	
<p><b>Plan/ Design</b></p>	<p>How might we further develop these partnerships?</p> <p>Write a list of information gathering strategies you’d like to use, these may include potential questions for children, families, teachers etc.</p>	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

7.4 Engage with families

<p>Career Stage (tick 1)</p> <p><input type="checkbox"/> Foundation    <input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Proficient    <input type="checkbox"/> Lead</p>	<p>Descriptor</p>
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Example of Practice