

Out of School Hours Care Educator interview questions

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What to expect

Interviews for Out of School Hours Care Educator roles focus on your ability to keep children safe, manage behaviour positively, plan engaging activities, and communicate with families. You will likely meet a coordinator or nominated supervisor and possibly a senior educator.

- **Safety and compliance:** Questions about risk assessment, first aid, incident reporting, and the National Quality Framework.
- **Behaviour guidance:** Scenarios and past examples about managing group dynamics, conflict, and individual needs.
- **Activity planning and engagement:** How you design and lead activities for mixed ages, including child voice and inclusion.
- **Communication with families:** How you share information, raise concerns, and build trust with parents and carers.
- **Teamwork and school liaison:** Working with other educators, school staff, and the wider community.

Typically a panel interview with the OSHC coordinator and a senior educator, lasting about 45 minutes. You may be asked to describe routines, respond to scenarios, and discuss your availability for split shifts and vacation periods. A tour of the service and a chance to meet the team often follow. You will need to bring or verify your working with children check and first aid certificate.

1. Walk me through how you set up and run a typical after school care session, from the moment children arrive to when they are picked up.

Why they ask

This shows your understanding of routine, supervision, and compliance in a real session.

How to structure your answer

A step-by-step walk-through of your process, covering arrival, sign-in, snack, activities, and handover.

Example answer

"When children arrive, I greet each one and check them in using QikKids, noting any messages from parents. I do a quick headcount and remind children of the expectations for the afternoon. Then we move to the snack area, where I have already set out healthy options and checked for allergies. After snack, I offer a choice of activities, like craft, outdoor play, or homework help, and I supervise across zones. I keep an eye on group dynamics and step in early if needed. As pick-up time approaches, I help children pack up, do another headcount, and sign them out to authorised adults. I also record any incidents or notable moments in Xplor so families get a clear picture of their child's afternoon."

2. Tell me about a time you had to manage a group of children with challenging behaviours. What did you do?

Why they ask

Behaviour guidance is central to OSHC, and they want to see your approach and results.

How to structure your answer

STAR: describe the situation, the task, the action you took, and the result.

Example answer

"At a previous service, a group of older children were increasingly disruptive during indoor time, refusing to join activities and arguing with younger children. I was responsible for maintaining a positive environment for everyone. I started by observing when the friction happened and realised they were bored with the usual options. I spoke with them one-on-one to understand their interests and then introduced a leadership role where they could help set up and run a games station for the younger kids. I also set clear, consistent expectations and praised them when they got it right. Within a few weeks, the disruptions dropped noticeably and the older children took genuine pride in their role. The atmosphere became calmer and more inclusive."

3. A child is injured during outdoor play. What steps do you take?

Why they ask

This is a core safety scenario that every OSHC educator must handle confidently.

How to structure your answer

A judgement-under-pressure structure: immediate action, assess and treat, escalate and notify, then document and review.

Example answer

"First, I make sure the area is safe and send another educator to supervise the other children. I assess the injury, staying calm and reassuring the child. If it is minor, I apply first aid from the kit and comfort them. If it is more serious, I call for the nominated supervisor and follow our emergency plan, which may include calling an ambulance. I notify the parent or carer as soon as possible, keeping them informed. Afterward, I complete an incident report in Xplor and we review what happened to see if we can prevent a similar injury. I also check in with the child later to make sure they are okay."

4. How do you plan activities that are engaging for a mixed age group, say from five to twelve year olds?

Why they ask

OSHC programs serve a wide age range, so differentiation and inclusion are key.

How to structure your answer

Explain your planning approach: start with children's interests, offer choice, adapt for different ages, and build in safety.

Example answer

"I start by asking the children what they enjoy and looking for themes that can stretch across ages. For example, a cooking activity can have younger children mixing and decorating while older children measure and use the stove with supervision. I set up stations so children can choose their challenge level, and I make sure there are quiet options too. I also plan for inclusion, so children with additional needs can participate with adjustments. Before every activity, I run a risk assessment and make sure ratios are met. I review what worked each week and adjust based on feedback from the children and my observations."

5. Describe a time you had to communicate a concern to a parent. How did you handle it?

Why they ask

Parent communication is a daily part of the role, and they want to see sensitivity and professionalism.

How to structure your answer

STAR: situation, task, action, result, with emphasis on empathy and clear communication.

Example answer

"A parent once arrived to find their child upset because they had been left out of a game. I could see the parent was worried. I asked them to step aside for a moment and explained what I had observed, without blaming anyone. I listened to their concerns and reassured them that I would keep an eye on

the situation. The next day, I facilitated a game that included all children and gave the child a specific role to build confidence. I followed up with the parent that afternoon with a positive update. The parent thanked me for handling it so promptly, and their child settled back into the group well."

6. What does compliance with the National Quality Framework look like in your daily practice?

Why they ask

This checks your understanding of the regulatory side of OSHC, not just the fun activities.

How to structure your answer

A process explanation: outline the framework, then give concrete examples from your routine.

Example answer

"The National Quality Framework sets the standards for education and care, and in OSHC it is guided by My Time, Our Place. For me, compliance shows up in small daily actions. I make sure ratios are always met and that I know each child's medical and allergy plan. I complete risk assessments before activities and record any incidents accurately. I use Xplor to document attendance and share learning stories with families. I also reflect on my practice regularly and participate in team meetings to improve our program. It is about keeping children safe while giving them a say in what they do."