

OSHCTOPIA IMPLEMENTATION MANUAL

Stop Surviving. Start Leading.

A Complete Guide for Educators (Even If You're Starting From Scratch)



WHAT IS OSHCTOPIA REALLY?

Let's cut through it.

OSHCTOPIA is not:

- A theme
- A bunch of posters
- A program you "run" once a week

OSHCTOPIA is **how your service operates every day.**

It is a **whole-service behaviour + learning framework** that:

- Gives children a clear identity
- Gives educators a shared language
- Makes quality practice visible
- Naturally aligns with assessment standards

👉 If your service currently feels like:

- You're repeating yourself all day
- Behaviour is reactive
- Documentation feels forced

OSHCTOPIA fixes that by creating **consistency, clarity, and culture.**

THE BASICS (EXPLAINED LIKE A HUMAN, NOT A TEXTBOOK)

What is the NQF?

The **National Quality Framework (NQF)** is what the government uses to check if your service is doing a good job.

It asks:

- Are children safe?
- Are they learning?
- Are educators intentional?
- Are relationships strong?

You get rated:

- Working Towards
- Meeting
- Exceeding

👉 Most services sit at Meeting. 👉 OSHCTOPIA is designed to push you to **Exceeding**.

What is MTOP?

My Time, Our Place (MTOP) is the learning framework for OSHC.

It focuses on children developing: 1. Identity 2. Connection 3. Wellbeing 4. Learning 5. Communication

Sounds nice... but here's the problem: 👉 Kids don't understand frameworks.

So we translate MTOP into something they DO understand:

👉 Characters.

THE CHARACTERS (THE HEART OF EVERYTHING)

These are not mascots.

They are **behaviour identities**.

FINN FOXWORTH – THE ONE WHO NOTICES

Focus: Leadership, voice, fairness (QA1)

Children learn to:

- Speak up
- Notice others
- Think differently

Educator language: 👉 "That's a Finn moment."

LENNY SLOWGOOD – THE ONE WHO TAKES HIS TIME

Focus: Persistence, resilience (QA5)

Children learn to:

- Keep going
- Slow down
- Value effort

Educator language: 🙌 “Go Lenny mode.”

MILO SLEEPWELL – THE ONE WHO LOOKS AFTER YOU

Focus: Wellbeing, emotional regulation (QA2)

Children learn to:

- Recognise feelings
- Take breaks
- Care for themselves

Educator language: 🙌 “What would Milo say right now?”

DASH DUCKWORTH – THE ONE WHO BRINGS PEOPLE IN

Focus: Inclusion, relationships (QA6)

Children learn to:

- Include others
- Build friendships
- Strengthen community

Educator language: 🙌 “That’s big Dash energy.”

REX NERDINGTON – THE ONE WHO FIGURES IT OUT

Focus: Problem solving, thinking (QA3,4,7)

Children learn to:

- Try, test, improve
- Solve problems
- Think deeply

Educator language: 🖱️ “That’s strong Rex thinking.”

WHY THIS WORKS (THIS IS THE MAGIC)

Most services rely on:

- Rules
- Reminders
- Repeating instructions

That creates compliance.

OSHCTOPIA creates: 🖱️ Identity 🖱️ Ownership 🖱️ Intrinsic motivation

Because instead of saying: ❌ “Stop that”

You say: 🖱️ “That’s not very Dash.”

And the child adjusts themselves.

That’s the shift.

IMPLEMENTATION (STEP-BY-STEP – DO THIS IN ORDER)

STEP 1: Introduce the World

Do NOT:

- Put all posters up at once
- Dump information on children

Instead:

- Introduce 1 character per day/week
- Tell their story
- Give examples

🖱️ Make it feel like entering a world

STEP 2: Train Your Educators (NON-NEGOTIABLE)

If staff don’t use the language, this fails.

Daily expectations:

- Name behaviours in the moment
- Use character language casually
- Be consistent across staff

Rule: 🙌 If it's not being said out loud, it's not embedded.

STEP 3: Use It LIVE (Not Just on Walls)

Real examples:

- Child includes someone → "That's Dash."
- Child frustrated → "Go Lenny mode."
- Child solves something → "That's Rex thinking."

🙌 This is where the shift happens

STEP 4: Build Reflection (CRITICAL FOR EXCEEDING)

Use:

- "Who were you today?"
- Group reflection time
- Journals

Children begin to:

- Recognise behaviour
 - Reflect
 - Set goals
-

STEP 5: Recognition (NOT REWARDS)

Use weekly spotlight instead of prizes.

Why? 🙌 Rewards create dependency 🙌 Recognition builds identity

STEP 6: MAKE IT VISIBLE

Display:

- Posters
- Children's reflections
- Photos of behaviour

👉 If an assessor can't see it, it didn't happen.



HOW THIS LINKS TO NQF (SIMPLIFIED)

QA1 – Educational Program

- Child-led reflection
- Intentional teaching

QA2 – Health & Safety

- Emotional regulation (Milo)

QA3 – Environment

- Purposeful spaces (zones)

QA4 – Staffing

- Consistent educator practice

QA5 – Relationships

- Respect + persistence (Lenny)

QA6 – Partnerships

- Shared language with families

QA7 – Governance

- Systems + documentation (Rex)
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HOW THIS LINKS TO MTOP

Outcome 1 – Identity

Children see themselves in characters

Outcome 2 – Community

Dash builds belonging

Outcome 3 – Wellbeing

Milo supports regulation

Outcome 4 – Learning

Rex builds thinking skills

Outcome 5 – Communication

Finn builds voice



WHAT ASSESSORS WILL SEE

When embedded properly:

- Children using the language
- Consistent educator responses
- Clear intentional teaching
- Strong relationships
- Real reflection

👉 This = Exceeding



COMMON MISTAKES (AVOID THESE)

✗ Treating it like a theme ✗ Not training staff ✗ Only using posters ✗ Not linking to reflection

👉 This kills the impact instantly



FINAL WORD

OSHCTOPIA is not about doing more.

It is about doing what you already do: ✓ Better ✓ Clearer ✓ With purpose

When done properly:

- Behaviour improves
 - Children lead themselves
 - Staff feel confident
 - Assessments become easier
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 **REMEMBER**

“OSHCTOPIA is not what we do. It is how we do everything.”

“In OSHCTOPIA, everybody clicks.”