

# Information sheet

## MY TIME, OUR PLACE

### Outcomes

In the *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022 (MTOP V2.0)*, the five Outcomes are broad, observable and have been enhanced. They continue to capture the integrated and complex wellbeing, learning and development of children and young people.

The Outcomes acknowledge that children and young people in school age settings have choices and opportunities to collaborate with each other and educators. Children and young people play and engage in leisure in a variety of ways and vary in their capabilities.

This information sheet provides a summary of the amendments made to the MTOP V2.0 Outcomes, and includes some examples of practice and provocations for school age care teams to use as a starting point for critical reflection on what these practices look like in their context.



### Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The MTOP V2.0 Principle, Aboriginal and Torres Strait Islander perspectives is reflected in several quality areas of the NQS, with a particular focus in:

**QA1:** Educational program and practice

**QA2:** Children's health and safety

**Element 2.1.1:** Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

**QA5:** Relationships with children

**QA6:** Collaborative partnerships with families and communities

**Element 6.2.2:** Access and participation – Effective partnerships support children's access, inclusion and participation in the program.

**QA7:** Governance and Leadership

**Element 7.1.1:** Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

**Standard 7.2:** Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community.

**Element 7.2.1:** Continuous improvement – There is an effective self-assessment and quality improvement process in place.

Children and young people’s learning is ongoing, and each child and young person will progress towards the MTOP V2.0 Outcomes in different and equally meaningful ways, noting that learning is not always predictable and linear.

## What is the change?

- Each outcome begins with children and young people.
- Content has been expanded to include the [Disability Discrimination Act 1992](#) and the [Racial Discrimination Act](#) and the notion of making reasonable adjustments to support participation and learning engagement for all children and young people.
- Inclusion of examples across the Outcomes to integrate new principles and practices in the work of educators and in children and young people’s wellbeing, learning, and development. For example, Aboriginal and Torres Strait Islander cultures and ways of knowing are made more explicit in all the Outcomes to reflect family/community connections, connection to Country, [kinship systems](#), telling of stories (oral history), spirituality, and connecting with the extended family.
- Provided more examples of what play, leisure and learning could look like, and guidance for how educators could promote wellbeing, learning, and development to better reflect difference and diversity.
- Descriptive examples added to all the Outcomes.

## Rationale for the change

New or refined examples of the new and updated principles and practice have been added. Detailed descriptions of examples to reflect children and young people’s diverse capabilities and educators’ promotion of wellbeing, learning and development have been added. Opportunity has also been taken to clarify and strengthen existing examples of children and young people’s wellbeing and learning and educators’ practice.

## What will this change look like in practice?

The five Outcomes are relevant for all children and young people. The guidance in MTOP V2.0 provides some examples of how educators may work to promote these outcomes and how children and young people’s learning may be evident.

These are a few examples and we encourage you to refer to the MTOP V2.0, 2022, for more comprehensive examples.

- Educators understand, engage with and promote children and young people’s learning. They talk with families and communities to make locally based decisions, relevant to each child, young person and their community.
- Educators identify specific examples of evidence and practice that are culturally and contextually appropriate to each child, young person and their settings.
- When using the Outcomes for planning, educators modify them to meet the requirements of learners in their learning spaces.
- Approved providers and educators understand their

inclusion obligations under the Disability Discrimination Act 1992 and the Racial Discrimination Act and they make reasonable adjustments for all Outcomes to ensure learning engagement for every child and young person.

- Educators’ knowledge of individuals and their interests, curiosities, cultures, strengths and capabilities will guide educators’ professional judgement to ensure all children and young people are engaging in a range of experiences across all the Outcomes in ways that optimise their wellbeing and capabilities.
- Educators are committed to equity, inclusion and have high expectations for every child and young person regardless of their circumstances and capabilities.
- Educators engage in listening to and with children and young people.
- Social (learning with others) as well as individual learning is recognised and valued.

## What might this look like for school age children?

- Educators, children and young people collaborate and co-construct planning and documenting programs, activities and experiences, having regard for the five learning outcomes.
- Educators ensure all children and young people have a voice in the daily life of the school age care service and are active agents in the environment, program decisions and assessment methods.
- A culture of research informed by the learning outcomes is evident within the service.
- Outcomes are viewed as a process rather than a means to themselves.

## Reflective questions and provocations

- How does your service vision statement and philosophy guide, reflect and align with the MTOP V2.0 Outcomes?
  - » ACECQA – [Information sheet – QA7 Reviewing your service philosophy](#)
- Article 31, Rights of the child in the United Nations Convention on the Rights of the Child, recognises children and young people’s right to have fun in the way they want to. How does Article 31 inform your daily practice?
  - » Megina Baker & Jen Ryan – [Playful provocations and playful mindsets: teacher learning and identity shifts through playful participatory research](#)

- What strategies have been put in place to support all educators to develop their understanding of MTOP V2.0 to foster children and young people's progress towards the learning outcomes?
  - » Emerging Minds – [The whole Aboriginal and Torres Strait Islander child](#)
- How do educators use the Outcomes to guide goals and subsequent planning for individual and groups of children and young people? How are the voices of children, young people and families reflected in these?
  - » Deadly Story – [Life & Lore](#)
- How do all educators plan and implement educational and leisure programs that are relevant and engaging for the children and young people they plan for?
  - » ACECQA – [Information sheet – QA1 Developing a culture of learning through reflective practice](#)
- What strategies are in place to ensure that documented programs demonstrate that an assessment of the MTOP V2.0 Outcomes has led to goals being identified for the group of children and young people to intentionally support aspects of learning?
  - » ACECQA – [Standard 7.2 Leadership – Case study 1](#)
- What strategies are in place to support educators to actively seek out and listen to the voices, perspectives and views of children and young people to enhance children and young people's learning and development identified in the MTOP learning outcomes?
  - » Shine Bright – [The Pedagogy of Listening: The Listening Perspectives from Reggio Emilia](#)
- How does relational and place-based pedagogy inform your team's individual and collective understanding of outcomes? How does your team use outcomes in building your knowledge and understanding of children and young people?
  - » The Education Hub – [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)

## ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)
- ACECQA – [Information sheet – QA3 Inclusive environments](#)
- ACECQA – [Information sheet – QA3 The environment as 'The Third Teacher'](#)
- ACECQA – [Mapping the updated MTOP to the V9 Australian Curriculum](#)
- ACECQA – [Information sheet – QA7 Reviewing your service philosophy](#)
- ACECQA – [Standard 7.2 Leadership – Case study 1](#)
- ACECQA – [Information sheet – QA1 Developing a culture of learning through reflective practice](#)

## Other references and resources

- Australian Human Rights Commission – [Child Safe Organisations - National Principles Video](#)
- ChildSafe Australia – [Developing a ChildSafe Culture](#)
- Deadly Story – [Life & Lore](#)
- Early Childhood Intervention Australia – [Working Together Agreement](#)
- Emerging Minds – [The whole Aboriginal and Torres Strait Islander child](#)
- Megina Baker & Jen Ryan – [Playful provocations and playful mindsets: teacher learning and identity shifts through playful participatory research](#)
- Reconciliation Australia – [Family and Kinship](#)
- Shine Bright – [The Pedagogy of Listening: The Listening Perspectives from Reggio Emilia](#)
- The Education Hub – [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)
- Early Childhood Australia – [The Spoke blog – Children's right to play](#)
- UNICEF Australia – [United Nations Convention on the Rights of the Child](#)