

Mapping the updated MTOP to the V9 Australian Curriculum. Example connections.

AUSTRALIAN CURRICULUM	
Cross Curriculum Priorities	Linking My Time Our Place Framework for School Age Care in Australia (MTOP)
Aboriginal and Torres Strait Islander Histories and Cultures	<p>VISION</p> <p>Introduction The Alice Springs (Mparntwe) Declaration commits governments to ensuring children learn about the diversity of Aboriginal and Torres Strait Islander cultures, and to seeing all Aboriginal and Torres Strait Islander children and young people thrive in their education and every facet of life. Contributing to this goal, the National Agreement on Closing the Gap led by the Coalition of Aboriginal and Torres Strait Islander Organisations and all Australian governments identifies the importance of promoting cultural wellbeing to enable all Aboriginal and Torres Strait Islander children and young people to achieve their potential. School age care services have a role in delivering this outcome and advancing Reconciliation in Australia.</p> <p>Pedagogy Educators' professional judgements are central to their active role in facilitating children and young people's wellbeing, learning, and development. In making professional judgements, they intentionally weave together their:</p> <ul style="list-style-type: none"> • knowledge and understanding of Aboriginal and Torres Strait Islander perspectives <p>Alongside their professional knowledge educators draw on their creativity, imagination, insight, and observations, and critical reflection on practice to evaluate and adjust their practice to suit the time, place and context of the opportunities available. In making professional judgements, educators intentionally draw on a range of perspectives which may include:</p> <ul style="list-style-type: none"> • ancestral knowledges as ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples <p>PRINCIPLES Educators consider ethical, socially just and inclusive principles for children and young people's wellbeing, learning and development when they:</p> <ul style="list-style-type: none"> • embed Aboriginal and Torres Strait Islander perspectives

<p>Aboriginal and Torres Strait Islander Histories and Cultures</p>	<p>Respect for diversity</p> <p>Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australian children and young people, it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and <i>being</i> and actively working towards Reconciliation.</p> <p>When educators respect the diversity of families and communities, and the aspirations they hold for their children and young people, they are able to nurture and foster children and young people’s wellbeing, learning and development. They make program decisions that uphold all children and young people’s rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children and young people’s and families’ lives.</p> <p>Aboriginal and Torres Strait Islander perspectives</p> <p>Providing opportunities for Aboriginal and Torres Strait Islander children and young people to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity. Embedding Aboriginal and Torres Strait Islander perspectives in all educators’ philosophy and practice is a key tool to advance Reconciliation. This also contributes to the Closing the Gap commitments and fulfilling every Australian child’s right to know about Australia’s First Nations’ histories, knowledge systems, cultures and languages. Embedding Aboriginal and Torres Strait Islander perspectives is a shared responsibility of approved providers, educators, and other professionals working in early childhood educational settings, regardless of whether or not Aboriginal and Torres Strait Islander children and families are enrolled in that setting.</p> <p>Aboriginal and Torres Strait Islander peoples are the longest surviving Indigenous culture in the world and the custodians of this land. Their knowledge systems, traditions, ceremonies, lore and culture have survived for over 60,000 years. Relationships and continual connections to Country and community are at the heart of who they are and the contributions of Aboriginal and Torres Strait Islander people – past and present should be acknowledged and valued in children and young people’s learning.</p> <p>Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum. They have a responsibility to create culturally safe places, working in intercultural ways through pedagogy and practice. An intercultural space is created when educators seek out ways in which western and Aboriginal and Torres Strait Islander knowledge systems work side by side.</p>
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Aboriginal and Torres Strait Islander Histories and Cultures

Educators grow their knowledge of kinship systems and cultural connections in their local communities so they can build engaging reciprocal relationships between services and community. Acknowledging the strengths and capabilities of Aboriginal and Torres Strait Islander families while supporting wellbeing assists in reinforcing and affirming a positive sense of identity for their children.

The history and culture of Aboriginal and Torres Strait Islander peoples are respectfully and truthfully reflected through community involvement and culturally sensitive practices. Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children’s experiences and assists in the authentic advancement of Reconciliation. It is a commitment to children and young people learning about what has come before and working together for what is to come.

Sustainability

Thinking about sustainability means thinking about the future and acting to create healthy, just and vibrant futures for all. Educators encourage children and young people to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children and young people, and they are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future. Recognising that Aboriginal and Torres Strait Islander peoples have looked after Country for the past 60,000 years, educators and children learn about Aboriginal and Torres Strait Islander history, culture and rich sustainable practices.

Critical reflection and ongoing professional learning

Educators continually seek ways to build their professional knowledge and skills and develop learning communities. They are co-learners with children and young people, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

PRACTICES

Holistic, integrated and interconnected approaches

An integrated, holistic approach focuses on connections to the social and to the natural world. Educators foster children and young people’s capacity to value and respect the broader social environment and to be world-wise; and as well understand and appreciate the natural environment and the interdependence between people, plants, animals and the land.

Responsiveness to children

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School age care educators are attuned to and actively listen to children and young people’s views so they can respond in ways that build relationships. They value and build on all children and young people’s strengths, skills and knowledge to ensure their wellbeing and motivation and engagement in experiences. They respond to children and young people’s expertise, cultural traditions and ways of knowing, and the multiple languages and dialects spoken by some children and young people, such as those spoken by Aboriginal and Torres Strait Islander children and young people. Educators support the strategies used effectively by children and young people with additional needs to negotiate their everyday lives.

Environments

Educators observe and review the environment – is this safe, cosy and comfortable, accessible, welcoming, self-sustaining? In addition, educators can collaborate with children and young people to find opportunities to contribute with their local community. For Aboriginal and Torres Strait Islander families these contributions can assist in building an intercultural space where both western and traditional Aboriginal and Torres Strait Islander knowledges are shared.

School age care environments and resources should emphasise the significance of the history of place and the manner in which Aboriginal and Torres Strait Islander peoples act as custodians of the land. Educators should support children and young people in being accountable for a sustainable future and promote understanding about their responsibility to care for the environment, day to day and for long term sustainability. Educators where possible participate and offer opportunities for children to learn on Country and seek more information about Aboriginal and Torres Strait Islander connections and relationships with Country.

All children and young people benefit from learning on Country and from Country. For Aboriginal and Torres Strait Islander children and young people, their spirituality is connected to Country, and the connection is strong. It is in their relationships and how they communicate with their ancestors, families, kinship systems and communities. It is in their connection to the land – the trees, waterholes, and mountains.

Cultural responsiveness

Educators who are culturally responsive respect multiple cultural ways of knowing, doing and *being*, and celebrate the benefits of diversity. They honour differences and take action in the face of unfairness or discrimination. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum. Being culturally responsive also includes respecting and working collaboratively with culturally and linguistically diverse children

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and families. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a two-way process with children and young people, families and communities.

Educators view culture and the context of the child's family and wider community as central to children and young people's sense of *being* and *belonging*, and their successful lifelong learning. They assist children and young people to be culturally responsive by taking action in the face of unfairness and discrimination. Educators collaborate with children and young people, their families, teachers in school and other members of the community to build culturally safe and secure environments and use this knowledge to inform their practice.

Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms, such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity. It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural responsiveness encompasses:

- awareness of one's own world view and biases
- respect for diverse cultures
- respect for Aboriginal and Torres Strait Islander cultures as the nation's custodians of the land
- gaining knowledge of cultural practices and world views
- communicating effectively and sensitively with people, recognising diverse ways of communicating and interacting across cultures and abilities
- everyday practices including routines and rituals
- making decisions and actions that build children and young people's cultural competence

Culturally responsive educators are:

- knowledgeable of each child and family's context
- active in embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- implementing anti-bias approaches, including social justice approaches to address racism/bias in the setting/community
- embedding democratic and fair practices in their setting, including the importance of being a responsible citizen
- supporting children to take culturally responsive actions in the face of unfairness/discrimination
- collaborating with colleagues, children, families, and their communities to build culturally safe environments.

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OUTCOMES

Outcome 1

Educators are culturally responsive in assisting children and young people to explore their cultural, social, gender and linguistic identities. For Aboriginal and Torres Strait Islander children and young people awareness of their kinship networks and connections to Country are important to the development of identity.

This is evident, when children and young people for example:

- can share their stories about Aboriginal and Torres Strait Islander history and culture
- acknowledge and celebrate Aboriginal and Torres Strait Islander traditions, customs, and celebrations
- share their stories about their Country and community
- develop a positive sense of cultural identity amongst children and young people including Aboriginal and Torres Strait Islander children and young people
- learn about Aboriginal and Torres Strait Islander history and culture in the context of their community

Educators facilitate this for all children and young people, when they:

- provide a culturally safe place where Aboriginal and Torres Strait Islander children and children from culturally diverse backgrounds can share their stories about history and culture
- provide opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflections on best practice
- ensure the Aboriginal and Torres Strait Islander flags are displayed at the setting
- share stories with families including Aboriginal and Torres Strait Islander families about their young person's successes
- provide opportunities for educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country and family including kinships systems
- provide opportunities for children and young people and other educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture

Outcome 2

Educators know that Aboriginal and Torres Strait Islander cultures are strongly tied to the land and often there are cultural expectations and considerations that may transform the way we interact with others and the environment. Educators are sensitive to this and work to build trusting relationships with families, Elders and communities so that histories, stories, languages as well as the local knowledge of how the Traditional Owners cared for and sustained the land is shared with children and young people.

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This is evident, when children and young people for example:

- Aboriginal and Torres Strait Islander children and young people connect with their own community events and activities e.g., NAIDOC, Sorry Business, Reconciliation Week etc
- explore local Aboriginal and Torres Strait Islander people's cultures and connection with local places and people (past and present)
- connect through language and culture with Aboriginal and Torres Strait Islander Country
- provide opportunities for children and young people to care for Country and connect with land and waterways
- recognise they are part of ecosystems and care for local biodiversity and explore how Aboriginal and Torres Strait Islander people traditionally cared for and sustained the land
- learn and use Aboriginal and/or Torres Strait Islander names for local plants and animals

Educators facilitate this, for all children and young people, when they:

- create a space for open and authentic partnerships with families, communities and organisations including Aboriginal and Torres Strait Islander people and those from culturally diverse backgrounds
- ensure partnerships with Aboriginal and Torres Strait Islander communities and organisations are genuine and sustainable
- practice Aboriginal and Torres Strait Islander ways of learning including, storytelling, yarning and deep listening with children and young people, their families, and communities
- ensure that Aboriginal and Torres Strait Islander resources are genuine and appropriate
- provide opportunities for Aboriginal and Torres Strait Islander children and young people to connect with their own community events and activities e.g., NAIDOC, National Aboriginal and Torres Strait Islander Children and young people's Day, Sorry Business, Reconciliation Week etc
- seek guidance from Aboriginal and Torres Strait Islander Elders and community members about local processes and protocols, history, and culture
- provide equitable opportunities for children and young people and young people including Aboriginal and Torres Strait Islander children and young people who have diverse capabilities, to contribute positively to their world

Outcome 3

This is evident, when children and young people for example:

- recognise and have opportunities to access positive Aboriginal and Torres Strait Islander role models
- Aboriginal and Torres Strait Islander children and young people are comfortable sharing their history and culture, songs, language, food, ceremonies, and dance

Educators facilitate this, for all children and young people, when they:

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- set high expectations for Aboriginal and Torres Strait Islander children and young people; challenge them to do their best work
- create opportunities to have more Aboriginal and Torres Strait Islander educators visible in the setting
- provide culturally safe spaces that are welcoming for Aboriginal and Torres Strait Islander children and young people and their families

Outcome 4

This is evident, when children and young people for example:

- see their culture represented in their environment including Aboriginal and Torres Strait Islander children and young people
- connect with the Aboriginal and Torres Strait Islander community (for example Elders, role models) to engage with stories about place-based history and culture.
- draw on Aboriginal and Torres Strait Islander stories, history, culture, customs, and celebrations

Educators facilitate this, for all children and young people, when they:

- assist children and young people to explore Aboriginal and Torres Strait Islander ways of knowing, being and doing e.g. explore the 8 Aboriginal Ways of Learning
- provide opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflect on everyday practices within their setting
- create opportunities for all children and young people, including Aboriginal and Torres Strait Islander children and young people and those from culturally diverse backgrounds to explore and celebrate diversity and culture at school and at home
- create opportunities to discuss and embed Aboriginal and Torres Strait Islander perspectives into everyday practice

Outcome 5

Children and young people's use of their home languages underpins their sense of identity and their conceptual development. Children and young people feel a sense of *belonging* when their language, interaction styles and ways of communicating are valued. For Aboriginal and Torres Strait Islander children and young people, this means the use of Indigenous languages and means of communication in the program and setting. All children have the right to be continuing users of their home language as well as to develop competency in Standard Australian English.

This is evident, when children and young people for example:

<p>Aboriginal and Torres Strait Islander Histories and Cultures</p>	<ul style="list-style-type: none"> • participate in opportunities to identify Aboriginal and Torres Strait Islander signs, symbols, and images as part of their verbal and non-verbal communication with families and communities • share Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening • share stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs, and celebrations. • identify Aboriginal and Torres Strait Islander signs and symbols relevant to their location <p>Educators facilitate this, for all children and young people, when they:</p> <ul style="list-style-type: none"> • critically reflect on how they embed Aboriginal and Torres Strait Islander perspectives into everyday practice • provide opportunities for Aboriginal and Torres Strait Islander educators to share ideas about practice when embedding Aboriginal and Torres Strait Islander perspectives into everyday practices • recognise the importance of respecting multiple communication styles and varying cultural communication norms • seek Aboriginal and Torres Strait Islander guidance to ensure that the authentic voices of Traditional Owners, Elders and community members are highlighted in experiences • have opportunities to engage in Aboriginal and Torres Strait Islander led professional development about Aboriginal and Torres Strait Islander ways of learning e.g., 8 ways & both ways pedagogy • critically reflect on how they are embedding Aboriginal and Torres Strait Islander perspectives into every part of their planning and their setting • provide Aboriginal and Torres Strait Islander children and young people opportunities to communicate how they are feeling through writing, the Arts, and construction.
<p>Asia and Australia's Engagement with Asia</p>	<p>VISION</p> <p>A vision for children and young people's learning through play and leisure From before birth children are connected to family, communities, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children and young people's first and most influential educators. As children and young people participate in everyday life, they develop interests, curiosities and construct their own identities and understandings of the world.</p> <p>Belonging Experiencing <i>belonging</i> – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of <i>belonging</i>. Children and young people belong first to families, neighbourhoods, and a global community. <i>Belonging</i> acknowledges children and young people's interdependence with others and the basis of relationships in defining identities.</p> <p>Children and young people's learning</p>

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Children and young people bring their diverse experiences, home languages, culture, perspectives, expectations, knowledge and skills to their play, leisure and learning.

PRINCIPLES

Partnerships

Educators recognise the diversity of families and that families are children and young people's first and most influential teachers. They create a welcoming and culturally safe environment where all children and young people and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender. Educators, children and families collaborate about program decisions to ensure that experiences are relevant and meaningful.

Respect for Diversity

There are many ways of living, *being* and of knowing. Children and young people are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Being aware of and understanding diversity in school age care means taking into account the context of family practices, values and beliefs. Educators endeavour to understand the histories, cultures, languages, spiritual beliefs, traditions, child rearing practices and lifestyle choices of families so they can better support children and young people in their care. Educators build culturally safe and secure environments for all children and young people and their families. They value children and young people's unique and diverse capacities and capabilities and affirm different cultural ways of knowing, being and doing.

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing

When educators respect the diversity of families and communities, and the aspirations they hold for their children and young people, they are able to nurture and foster children and young people's wellbeing, learning and development. They make program decisions that uphold all children and young people's rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children and young people's and families' lives.

Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. They provide opportunities for children and young people to consider similarities and difference and consider interdependence and citizenship.

Equity, inclusion and high expectations

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Educators who are committed to equity recognise that all children and young people have the right to participate in inclusive education and care, regardless of their circumstances, strengths, capabilities or diverse ways of doing and *being*. They create inclusive learning environments and adopt flexible and informed practices, including making reasonable adjustments to optimise access, participation and engagement in the program. This supports wellbeing and positive outcomes for children and young people in all their diversities.

Educators engage in critical reflection, challenge practices that contribute to inequities and make program decisions that promote genuine participation and inclusion. To support all children and young people's inclusion they recognise and respond to barriers that some children and young people face, including attitudinal and practical barriers. Such barriers can be related to disability, family diversity, cultural and linguistic diversity, neurodiversity and children and young people living through trauma and adversity and make reasonable adjustments to support inclusion.

Sustainability

Educators recognise children and young people's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children and young people's agency and their right to be active participants in all matters affecting their lives is supported. Further, children and young people's understanding of their citizenship, and rights and responsibilities as members of local and global communities is built through meaningful experiences.

Thinking about sustainability means thinking about the future and acting to create healthy, just and vibrant futures for all. Educators encourage children and young people to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children and young people, and they are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.

Critical reflection and ongoing professional learning

As professionals, educators collaboratively explore, identify and evaluate diverse perspectives with respect to their settings. This includes awareness of one's personal and professional self. In this way, critical reflection informs future practice that demonstrate an understanding of educators' own practice and each child's wellbeing, learning, and development and have implications for equity and social justice.

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PRACTICES

The principles of school age care pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children and young people's play, leisure and learning by:

- valuing the cultural and social contexts of children and young people and their families.

Holistic, integrated and interconnected approaches

Each school age care setting can be considered as a community itself, just as it is also part of the local and global community. Some school age care settings are home based settings supporting a mix of children aged birth-12 years, in family grouping, while others take different forms hosted on school sites or in community facilities.

Collaboration with children and young people

School age care educators are attuned to and actively listen to children and young people's views so they can respond in ways that build relationships. They value and build on all children and young people's strengths, skills and knowledge to ensure their wellbeing and motivation and engagement in experiences. They respond to children and young people's expertise, cultural traditions and ways of knowing, and the multiple languages and dialects spoken by some children and young people,

Environments

School age care environments that are welcoming, safe and inclusive reflect, respect, and enrich the lives and identities of children and young people and families participating in the setting. In collaboration with children and young people and their families, educators can prepare environments that cater for diverse interests, needs and curiosities and promote a sense of ownership and independence. The environment includes physical, temporal, social and intellectual elements. Environments that support wellbeing, learning, and development are vibrant and flexible spaces that are responsive to the strengths, culture, languages, interests and capabilities of each child and reflect aspects of local community.

Cultural responsiveness

Educators who are culturally responsive respect multiple cultural ways of knowing, doing and *being*, and celebrate the benefits of diversity. They honour differences and take action in the face of unfairness or discrimination. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a two-way process with children and young people, families and communities.

Educators view culture and the context of the child's family and wider community as central to children and young people's sense of *being* and *belonging*, and their successful lifelong learning. They assist children and young people to be culturally

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responsive by taking action in the face of unfairness and discrimination. Educators collaborate with children and young people, their families, teachers in school and other members of the community to build culturally safe and secure environments and use this knowledge to inform their practice.

Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms.

It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural responsiveness encompasses:

- awareness of one's own world view and biases
- respect for diverse cultures
- gaining knowledge of cultural practices and world views
- communicating effectively and sensitively with people, recognising diverse ways of communicating and interacting across cultures and abilities
- making decisions and actions that build children and young people's cultural competence

Culturally responsive educators are:

- knowledgeable of each child and family's context
- supporting children to take culturally responsive actions in the face of unfairness/discrimination
- collaborating with colleagues, children, families, and their communities to build culturally safe environments.

Assessment and evaluation for learning, development and wellbeing

Approaches to assessment and evaluation that are culturally and linguistically relevant and responsive to the social, physical and intellectual capabilities will acknowledge children and young people's abilities and strengths and allow them to demonstrate competence. Assessment and evaluation, when undertaken in collaboration with children and young people can support and empower them to see themselves as capable and foster independence and initiative.

LEARNING OUTCOMES

<p>Asia and Australia's Engagement with Asia</p>	<p>Children and young people's wellbeing, learning, and development is achieved in different and equally meaningful ways. Development is not always predictable and linear. Educators plan and collaborate with children and young people and the Outcomes in mind. Consideration is given to:</p> <ul style="list-style-type: none"> • each child or young person's emotional wellbeing, capabilities, dispositions, learning preferences, culture, languages spoken • engagement with each child or young person's family and community including school. <p>Children and young people are growing, developing and learning in individual ways and times and may demonstrate the Outcomes differently. 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. They are committed to equity, inclusion and have high expectations for every child regardless of their circumstances and capabilities.</p> <p>Outcome 1</p> <p>Educators are culturally responsive in assisting children and young people to explore their cultural, social, gender and linguistic identities. <i>Being</i> involves children and young people developing an awareness of their social, linguistic and cultural heritage, of gender and their significance in their world. Settings that provide a variety of intentionally planned opportunities for play, leisure and recreation allow children and young people to feel safe taking up multiple identities.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • have access to resources that support cultural diversity, and family structures • can use home languages • develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities • share information about their family, culture, home languages and aspects that make them unique • display awareness of and respect for children and young people's diverse worlds, e.g., culture, family structure, capabilities and strengths. <p>Educators facilitate this for all children and young people when they:</p> <ul style="list-style-type: none"> • support diverse genders and cultures to share spaces and resources safely and equitably • Aboriginal and Torres Strait Islander children and children from culturally diverse backgrounds can share their stories about history and culture • provide a culturally safe environment
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- show respect for and a deep understanding of diversity, acknowledging and celebrating the varying approaches of children and young people, families, communities and cultures
- maintain and build on the knowledge, languages and understandings that children and young people bring
- acknowledge each child and young person's family, culture, linguistic and uniqueness in positive ways
- talk with children and young people in respectful ways about similarities and differences in people, identities and culture
- provide rich and diverse resources that reflect children and young people's social worlds
- provide a culturally safe and secure environment for all
- use a range of teaching strategies and multicultural resources to acknowledge and show respect for differences
- provide opportunities for children and young people and other educators to develop knowledge and understanding of familial history and culture.

Outcome 2

Children and young people's experiences of relationships and participation in multiple communities (both local and global) contribute to their *belonging, being and becoming*. As children and young people participate in multiple communities, they develop their capacity for independence and self-direction. Having a positive self-identity and experiencing respectful, responsive relationships strengthens children and young people's interest and skills in *being and becoming* active contributors to their world.

This is evident, when children and young people for example:

- build on their own social, cultural and family experiences to explore other ways of being
- use opportunities to participate in and develop understandings of diverse cultures, heritages backgrounds, traditions and family structures
- demonstrate awareness of connections, similarities and differences between people and react in positive ways
- listen to others' ideas and respect diverse ways of being and doing
- practise inclusive ways of achieving coexistence
- interact respectfully with diverse gender and cultural identities
- have access to resources with diverse representations of culture, heritage, tradition, capabilities and gender
- explore kinships systems, their relationships, and connections that they have built with their own community
- become aware of different linguistic and cultural events e.g., Diwali, Easter, Chuseok, Harmony Day
- investigate the cultural and linguistic diversity represented in their community through a range of creative expressions
- appreciate social, cultural, linguistic and religious diversity.

Educators facilitate this for all children and young people, when they:

- create a space for open and authentic partnerships with families, communities and organisations including Aboriginal and Torres Strait Islander people and those from culturally diverse backgrounds

<p>Asia and Australia's Engagement with Asia</p>	<ul style="list-style-type: none"> • expose children and young people to different languages and dialects and encourage appreciation of linguistic diversity including cultures • encourage children and young people to listen to others and to respect diverse identities and perspectives • explore the culture, language, heritage, backgrounds and traditions of children and young people within the context of their family and community e.g., Diwali, Chuseok • provide resources with diverse representations of culture, heritage, tradition, capabilities and gender • build cultural partnerships in the local environment and community. <p>Outcome 3</p> <p>To support children and young people's wellbeing, learning, and development, it is essential that educators attend to the provision of warm, trusting relationships, predictable and safe environments, trauma-informed approaches, affirmation and respect for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual <i>being</i>. By acknowledging children and young people's cultural, gender, sexuality and social identity, and responding sensitively to emotional states and developmental trauma, educators build children and young people's confidence, sense of wellness and willingness to engage in learning.</p> <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • welcome children and young people and families, sharing aspects of their culture and spiritual lives • draw on diverse families and community experiences and expertise to include various forms of dance e.g., Khon, Bharatanatyam, Bollywood, Shaku, Hip-Hop, Irish dance • create culturally appropriate learning experiences for all children and young people where their culture is reflected in the setting. <p>Outcome 4</p> <p>Children and young people engage when they are motivated and can participate in purposeful activities. Further they are more likely to be confident and involved when their family and community experiences and understandings are recognised and included in the school age care setting.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • explore diverse ways of knowing, being and doing in their learning • engage with culturally relevant objects to test ideas and represent mathematical ideas • have opportunities to explore and celebrate diversity and culture as part of everyday practice
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<p>Asia and Australia's Engagement with Asia</p>	<p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • explore the diversity of cultures and social identities • critically reflect on personal responses to all kinds of diversity • understand that competence is not tied to any particular language, dialect or culture • create opportunities for all children and young people, including Aboriginal and Torres Strait Islander children and young people and those from culturally diverse backgrounds to explore and celebrate diversity and culture at school and at home. <p>Outcome 5</p> <p>Children and young people's use of their home languages underpins their sense of identity and their conceptual development. Children and young people feel a sense of <i>belonging</i> when their language, interaction styles and ways of communicating are valued. All children have the right to be continuing users of their home language as well as to develop competency in Standard Australian English.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • convey and construct messages with purpose and confidence, building on home/family and community literacies • are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listeners' needs • investigate and recognise stereotypes or narrow depictions of diversity <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • value children and young people's linguistic heritage and with family and community members encourage the use of and acquisition of home languages and Standard Australian English • provide children and young people with opportunities to participate in program decision-making using a range of communication methods • recognise the importance of respecting multiple communication styles and varying cultural communication norms • engage children and young people in discussions about books and other texts that promote consideration of diverse perspectives
<p>Sustainability</p>	<p>VISION Belonging, Being and Becoming Experiencing <i>belonging</i> – knowing where and with whom you belong – is integral to human existence. In school age care, and throughout life, relationships are crucial to a sense of <i>belonging</i>. Children and young people belong first to families,</p>

Sustainability

neighbourhoods, and a global community. *Being* is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. *Becoming* emphasises the collaboration of educators, children and young people and families to support and enhance children and young people’s connections and capabilities, and for children and young people to actively participate as citizens.

PRINCIPLES

Secure, respectful and reciprocal relationships

Educators who prioritise nurturing relationships through culturally safe and responsive interactions, provide children and young people with consistent emotional support. They value rituals and routines and ensure children and young people develop the skills and understandings they need to interact with others. They also help children to learn about their responsibilities to others, to support their own and others wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

Partnerships

Educators recognise the components of the ecological systems that surround the lives of children and young people. In particular they recognise the partnerships with schools and other professionals. Educators also recognise and explore experiences in the wider community from both relational and place-based perspectives. These community partnerships fostered in the school age care program shape children and young people’s knowledge and dispositions for active citizenship.

Aboriginal and Torres Strait Islander perspectives

Aboriginal and Torres Strait Islander peoples are the longest surviving Indigenous culture in the world and the custodians of this land. Their knowledge systems, traditions, ceremonies, lore and culture have survived for over 60,000 years. Relationships and continual connections to Country and community are at the heart of who they are and the contributions of Aboriginal and Torres Strait Islander people – past and present should be acknowledged and valued in children and young people’s learning.

Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum. They have a responsibility to create culturally safe places, working in intercultural ways through pedagogy and practice. An intercultural space is created when educators seek out ways in which western and Aboriginal and Torres Strait Islander knowledge systems work side by side.

Sustainability

<p>Sustainability</p>	<p>Humanity and the planet we share with all living things faces some big challenges. Educators and children have important and active roles to play in creating and promoting sustainable communities.</p> <p>Broadly defined sustainability spans environmental, social, and economic dimensions which are intertwined. Environmental sustainability focuses on caring for our natural world and protecting, preserving and improving the environment. Social sustainability is about inclusion and living peacefully, fairly, and respectfully together in resilient local and global communities. Economic sustainability refers to practices that support economic development without negatively impacting the other dimensions. This includes a focus on fair and equitable access to resources, conserving resources and reducing consumption and waste.</p> <p>Adopting this broader definition helps to meet the needs of the present without compromising the ability of future generations to meet their own needs. In sustainable communities, the requirements of humans, animals, plants, lands, and waters can be met now and for generations to come.</p> <p>Educators recognise children and young people’s avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children and young people’s agency and their right to be active participants in all matters affecting their lives is supported. Further, children and young people’s understanding of their citizenship, and rights and responsibilities as members of local and global communities is built through meaningful experiences.</p> <p>Thinking about sustainability means thinking about the future and acting to create healthy, just and vibrant futures for all. Educators encourage children and young people to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children and young people, and they are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future. Recognising that Aboriginal and Torres Strait Islander peoples have looked after Country for the past 60,000 years, educators and children learn about Aboriginal and Torres Strait Islander history, culture and rich sustainable practices.</p> <p>Educators provide opportunities for children to learn about all the interconnected dimensions of sustainability, understanding that sustainability goes beyond learning in nature and being involved in nature conservation. Children are supported to appreciate that sustainability embraces social and economic sustainability – as well as environmental sustainability – and to engage with concepts of social justice, fairness, sharing, democracy and active citizenship.</p> <p>Critical reflection and ongoing professional learning</p>
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Sustainability

Educators continually seek ways to build their professional knowledge and skills and develop learning communities. They are co-learners with children and young people, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders. As professionals, educators collaboratively explore, identify and evaluate diverse perspectives with respect to their settings. This includes awareness of one’s personal and professional self. In this way, critical reflection informs future practice that demonstrate an understanding of educators’ own practice and each child’s wellbeing, learning, and development and have implications for equity and social justice.

Collaborative leadership and teamwork

All educators exercise aspects of leadership in their daily work with children, young people, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make. Collaborative leadership and teamwork require attention to shared practice built on a sense of shared responsibility and professional accountability for children and young people’s wellbeing, learning, and development. It is a view of leadership that empowers all members of the team to use their professional knowledge and skills in ways that assists everyone to do the best they can for children and young people, their families and colleagues in their setting.

PRACTICES

Holistic, integrated and interconnected approaches

Each school age care setting can be considered as a community itself, just as it is also part of the local and global community. Some school age care settings are home based settings supporting a mix of children aged birth-12 years, in family grouping, while others take different forms hosted on school sites or in community facilities. As such the school age care community has the power to affect and be affected by issues within and outside the setting. School age care educators consider children and young people’s needs including nutrition and safety. They see children and young people as capable and responsible and provide places for them to socialise and play with friends and to relax and have fun. School age care settings are places to learn about self, others and the world – in other words learning about living and learning through living.

Collaboration with children and young people

Relational pedagogies are strengthened as educators and children and young people share decisions, respect and trust each other and learn together. Educators respectfully enter children and young people’s play and ongoing projects, stimulate their thinking and enrich their growth and development. Responsive relationships with families and the local community including schools, enables educators to establish safe and secure environments for children and young people.

Play, leisure and intentionality

Sustainability

Educators actively support the inclusion of all children and young people in play and leisure activities. They help children and young people to recognise when play is unfair and work in partnership with children and young people to build a caring, fair and inclusive community.

Environments

School age care environments that are welcoming, safe and inclusive reflect, respect, and enrich the lives and identities of children and young people and families participating in the setting. In collaboration with children and young people and their families, educators can prepare environments that cater for diverse interests, needs and curiosities and promote a sense of ownership and independence. Environments that support wellbeing, learning, and development are vibrant and flexible spaces that are responsive to the strengths, culture, languages, interests and capabilities of each child and reflect aspects of local community.

School age care environments and resources should emphasise the significance of the history of place and the manner in which Aboriginal and Torres Strait Islander peoples act as custodians of the land. Educators should support children and young people in being accountable for a sustainable future and promote understanding about their responsibility to care for the environment, day to day and for long term sustainability. Resources need to reflect the breadth of age groups and interests, curiosities and capabilities that are sharing the environment and be accessible to children and young people so they can choose and be responsible for their actions. These spaces promote the development of life skills such as growing and preparing food, waste reduction and recycling.

Cultural responsiveness

Educators who are culturally responsive respect multiple cultural ways of knowing, doing and *being*, and celebrate the benefits of diversity. They honour differences and take action in the face of unfairness or discrimination. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum. Being culturally responsive also includes respecting and working collaboratively with culturally and linguistically diverse children and families. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a two-way process with children and young people, families and communities.

Educators view culture and the context of the child’s family and wider community as central to children and young people’s sense of *being* and *belonging*, and their successful lifelong learning. They assist children and young people to be culturally responsive by taking action in the face of unfairness and discrimination. Educators collaborate with children and young people, their families, teachers in school and other members of the community to build culturally safe and secure environments and use this knowledge to inform their practice.

<p>Sustainability</p>	<p>Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms, such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity. It is the ability to understand, communicate with, and effectively interact with people across cultures.</p> <p>Continuity and transitions</p> <p>School age care settings are situated in complementary relationships with homes, schools, extracurricular activities and community spaces. These different places and environments have their own purposes, expectations and ways of doing things. Children and young people draw on their funds of knowledge, this is the understandings, skills and attitudes they have gathered from home and from the range of settings in which they engage to support them in their transitions.</p> <p>Assessment and evaluation for wellbeing, learning and development</p> <p>Approaches to assessment and evaluation that are culturally and linguistically relevant and responsive to the social, physical and intellectual capabilities will acknowledge children and young people's abilities and strengths and allow them to demonstrate competence. Assessment and evaluation, when undertaken in collaboration with children and young people can support and empower them to see themselves as capable and foster independence and initiative.</p> <p>LEARNING OUTCOMES</p> <p>Outcome 1</p> <p>Children and young people are always learning about the impact of their personal beliefs and values. Children and young people's agency, as well as guidance, care and teaching by families and educators shape children and young people's experiences of <i>becoming</i>.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • establish and maintain respectful, trusting relationships with other children and young people and educators • respond to ideas and suggestions from others • share spaces and resources safely and equitably with other genders/groups. • have access to resources that support cultural diversity, and family structures • can share their stories about Aboriginal and Torres Strait Islander history and culture • can use home languages • demonstrate awareness of the needs and rights of others • demonstrate awareness of the opinions of others about their efforts • increasingly co-operate and work collaboratively with others
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Sustainability

- feel recognised and respected for who they are
- develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- develop their social and cultural heritage through engagement with Elders and community members
- develop a positive sense of cultural identity amongst children and young people including Aboriginal and Torres Strait Islander children and young people
- share information about their family, culture, home languages and aspects that make them unique
- celebrate own efforts and sharing contributions with others
- feel accepted and affirm their group membership
- display awareness of and respect for others’ perspectives
- display awareness of and respect for children and young people’s diverse worlds, e.g., culture, family structure, capabilities and strengths
- reflect on their actions and consider consequences for others
- demonstrate respectful relationships with all peers and adults
- learn about Aboriginal and Torres Strait Islander history and culture in the context of their community
- build a sense of responsibility and respect for the needs and wellbeing of the group
- challenge unfair acts, and discrimination
- listen to others’ opinions or points of view

Educators facilitate this for all children and young people, when they:

- familiarise and involve themselves with the setting’s Reconciliation Action Plan
- support diverse genders and cultures to share spaces and resources safely and equitably
- provide a culturally safe place where Aboriginal and Torres Strait Islander children and children from culturally diverse backgrounds can share their stories about history and culture
- provide opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflections on best practice
- ensure the Aboriginal and Torres Strait Islander flags are displayed at the setting
- acknowledge each child or young person’s uniqueness in positive ways
- share stories with families including Aboriginal and Torres Strait Islander families about their young person’s successes
- show respect for and a deep understanding of diversity, acknowledging and celebrating the varying approaches of children and young people, families, communities and cultures
- talk with children and young people in respectful ways about similarities and differences in people, identities and culture
- provide rich and diverse resources that reflect children and young people’s social worlds
- provide opportunities for educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country and family including kinships systems

<p>Sustainability</p>	<ul style="list-style-type: none"> • recognise disability as a form of diversity and demonstrate inclusive approaches in their interactions with children and young people • model care, empathy and respect for children and young people, educators and families • model care, empathy and respect for children and young people of diverse ages and capabilities • provide a culturally safe and secure environment for all • provide opportunities for children and young people and other educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture • use a range of teaching strategies and multicultural resources to acknowledge and show respect for differences • provide opportunities for children and young people and other educators to develop knowledge and understanding of familial history and culture <p>Outcome 2</p> <p>During childhood, children and young people spend a lot of time in peer-related activities. Over time the variety and complexity of ways in which children and young people connect and participate with others increases. Friendships are an important feature of children and young people’s relationships and assist them in building social capital and resilience. Children and young people are mindful of the way others interact with them and they develop understandings that their actions or responses affect how others feel or experience <i>belonging</i>. Educators assist children and young people to explore notions of diversity and difference in positive ways and assist in questioning notions of what is fair or unfair, as well as ways to help those who have been excluded by discrimination.</p> <p>When educators collaborate with children and young people to create relationships and environments where they can contribute in meaningful ways, they are supporting them to take responsibility for their lives and develop citizenship skills. They assist children and young people to explore dimensions of sustainability in terms of social, economic, environment; and cultural development where they learn that what they do can make a difference. Environmental sustainability focuses on caring for our natural world. Social sustainability is about living peacefully, fairly and respectfully together in resilient local and global communities. Economic sustainability refers to practices that support economic development without negatively impacting the other dimensions. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.</p> <p>Children and young people who experience mutually enjoyable, caring, and respectful relationships with people including their peers and the environment, respond accordingly. As children and young people participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.</p>
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<p>Sustainability</p>	<p>Children and young people’s connectedness and different ways of <i>belonging</i> with people, country and communities helps them to learn ways of <i>being</i> which reflect the values, traditions and practices of their families and communities. Therefore, social and interactive skills are important for successful and collaborative interactions. Over time this learning transforms the ways they interact with others.</p> <p>Educators know that Aboriginal and Torres Strait Islander cultures are strongly tied to the land and often there are cultural expectations and considerations that may transform the way we interact with others and the environment. Educators are sensitive to this and work to build trusting relationships with families, Elders and communities so that histories, stories, languages as well as the local knowledge of how the Traditional Owners cared for and sustained the land is shared with children and young people.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • broaden their understanding of the world in which they live • express an opinion and contribute to fair decision making in matters that affect them • build on their own social, cultural and family experiences to explore other ways of being • become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic sustainability • use opportunities to participate in and develop understandings of diverse cultures, heritages backgrounds, traditions and family structures • demonstrate awareness of connections, similarities and differences between people and react in positive ways • listen to others’ ideas and respect diverse ways of being and doing • practise inclusive ways of achieving coexistence • interact respectfully with diverse gender and cultural identities • become aware of different linguistic and cultural events e.g., Diwali, Easter, Chuseok, Harmony Day • Aboriginal and Torres Strait Islander children and young people connect with their own community events and activities e.g., NAIDOC, Sorry Business, Reconciliation Week etc • explore local Aboriginal and Torres Strait Islander people’s cultures and connection with local places and people (past and present) • develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness • develop appreciation and respect for different ways of knowing, being and doing • engage with concepts of citizenship, social justice and equity, for example, taking action to help communities in distress following fires, flood, drought. • demonstrate an increasing knowledge of, and respect for natural and constructed environments • demonstrate an awareness of the impact of human activity on environments and the interdependence of living things
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<p>Sustainability</p>	<ul style="list-style-type: none"> • explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals • show appreciation and care for natural and constructed environments • act with moral and ethical integrity • appreciate social, cultural, linguistic and religious diversity • connect through language and culture with Aboriginal and Torres Strait Islander Country • provide opportunities for children and young people to care for Country and connect with land and waterways • recognise they are part of ecosystems and care for local biodiversity and explore how Aboriginal and Torres Strait Islander people traditionally cared for and sustained the land • learn and use Aboriginal and/or Torres Strait Islander names for local plants and animals <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • promote a sense of community within the school age care setting • assist children and young people in their explorations of natural and constructed environments • investigate the interdependence between people, animals, plants, lands and waters • create a space for open and authentic partnerships with families, communities and organisations including Aboriginal and Torres Strait Islander people and those from culturally diverse backgrounds • provide opportunities for diverse groups of children and young people to contribute to program planning • ensure partnerships with Aboriginal and Torres Strait Islander communities and organisations are genuine and sustainable • build children and young people’s awareness of the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic sustainability • create opportunities to contribute to community wellbeing for example foodbanks • plan experiences and provide resources that broaden children and young people’s perspectives and encourage appreciation of diversity • engage in interactions with children and young people that promote respect for diversity and value distinctiveness • expose children and young people to different languages and dialects and encourage appreciation of linguistic diversity including cultures • encourage children and young people to listen to others and to respect diverse identities and perspectives • explore the culture, language, heritage, backgrounds and traditions of children and young people within the context of their family and community e.g., Diwali, Chuseok • provide resources with diverse representations of culture, heritage, tradition, capabilities and gender • practice Aboriginal and Torres Strait Islander ways of learning including, storytelling, yarning and deep listening with children and young people, their families, and communities • ensure that Aboriginal and Torres Strait Islander resources are genuine and appropriate
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<p>Sustainability</p>	<ul style="list-style-type: none"> • provide opportunities for Aboriginal and Torres Strait Islander children and young people to connect with their own community events and activities e.g., NAIDOC, National Aboriginal and Torres Strait Islander Children and young people’s Day, Sorry Business, Reconciliation Week etc • notice and listen carefully to children and young people’s concerns and explore diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour • draw children and young people’s attention to issues of fairness relevant to them in the school age care setting and community • seek guidance from Aboriginal and Torres Strait Islander Elders and community members about local processes and protocols, history, and culture • provide equitable opportunities for children and young people and young people including Aboriginal and Torres Strait Islander children and young people who have diverse capabilities, to contribute positively to their world • provide materials, texts, and resources that provide opportunities to analyse and challenge stereotypes associated with age, gender, ability, race, and family and community background • embed social, economic and environmental sustainability in daily routines and practices, for example, inclusion, sharing of resources and reducing waste • discuss the ways the life and health of living things are interconnected • collaborate to develop daily routines and practices that embrace sustainability • work together with children and young people to show respect, care and appreciation for the natural environment • provide children and young people with access to a range of natural materials in their environment • enable children and young people to care for and learn from the land • discuss the nature of children and young people’s connectedness to the land and demonstrate respect for community protocols • visibly and verbally acknowledge connection of language and culture to Country and Traditional owners • provide experiences for children and young people to care for Country and connect with, animals, plants, lands and waterways in the local community • provide opportunity for children and young people to learn about the interconnected dimensions of sustainability, for example, recycling bottles and donating funds to local charities and community groups <p>Outcome 3</p> <p>By acknowledging children and young people’s cultural, gender, sexuality and social identity, and responding sensitively to emotional states and developmental trauma, educators build children and young people’s confidence, sense of wellness and willingness to engage in learning. Children and young people develop their ability to take increasing responsibility for self-help and</p>
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<p>Sustainability</p>	<p>basic health routines that promote a sense of independence and confidence. In school age care settings, children and young people are aware of the importance of living and learning interdependently with others with diverse ages, abilities and identities.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • increasingly co-operate and work collaboratively with others • show self-regulation and manage their emotions in ways that reflect the feelings and needs of others • assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others • recognise and have opportunities to access positive Aboriginal and Torres Strait Islander role models • show an awareness of their own feelings and those of others • negotiate environments to ensure the safety and wellbeing of themselves and others • Aboriginal and Torres Strait Islander children and young people are comfortable sharing their history and culture, songs, language, food, ceremonies, and dance <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • welcome children and young people and families, sharing aspects of their culture and spiritual lives • discuss emotions, responses to events, emotional regulation and self-control • collaborate with children and young people to negotiate their rights in relation to the rights of others • create opportunities to have more Aboriginal and Torres Strait Islander educators visible in the setting • provide culturally safe spaces that are welcoming for Aboriginal and Torres Strait Islander children and young people and their families • develop their own awareness of Indigenous issues around the world • create culturally appropriate learning experiences for all children and young people where their culture is reflected in the setting <p>Outcome 4</p> <p>Children and young people use processes such as exploration, experimentation, collaboration, risk-taking and problem solving across all aspects of the program. Effective learners are also able to transfer and adapt what they have learned from one context to another and to locate and use resources for their own means. Educators work in democratic ways and support children and young people to experience a sense of justice and a sense of security in the school age care community. Within this community children and young people develop dispositions of citizenship which include empathy, moral reasoning and moral behaviour. Active involvement in play and leisure activities builds children and young people's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. Children and young people can challenge and extend their own</p>
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<p>Sustainability</p>	<p>thinking, and that of others, and create new knowledge in collaborative interactions and negotiations. Children and young people's active involvement changes what they know, can do, value and transforms their opportunities.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • explore diverse ways of knowing, being and doing in their learning • see their culture represented in their environment including Aboriginal and Torres Strait Islander children • make predictions and generalisations about their daily activities, aspects of the natural world and environments • connect with the Aboriginal and Torres Strait Islander community (for example Elders, role models) to engage with stories about place-based history and culture. • have opportunities to explore and celebrate diversity and culture as part of everyday practice • are able to learn alongside peers of their choice • have opportunities for meaningful conversations and create and construct artwork in a sustainable way using natural and manufactured materials and tools, • draw on Aboriginal and Torres Strait Islander stories, history, culture, customs, and celebrations <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • assist children and young people to explore Aboriginal and Torres Strait Islander ways of knowing, being and doing e.g. explore the 8 Aboriginal Ways of Learning • support children and young people to construct multiple solutions to problems and use diverse ways of thinking • understand that competence is not tied to any particular language, dialect or culture • create opportunities for all children and young people, including Aboriginal and Torres Strait Islander children and young people and those from culturally diverse backgrounds to explore and celebrate diversity and culture at school and at home • provide opportunities for all educators to participate in acknowledging Country and how this can be used in different settings • create opportunities to discuss and embed Aboriginal and Torres Strait Islander perspectives into everyday practice <p>Outcome 5</p> <p>Children and young people use their communication skills particularly as listeners and speakers to engage in relationships with others. Play and leisure provide children and young people with opportunities for communication. This is important to the development of self-identity including sense of personal empowerment, a sense of purpose, <i>being</i>, a positive outlook, <i>becoming</i>, and</p>
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<p>Sustainability</p>	<p>community responsibility, <i>belonging</i>. In school age care settings children and young people build individual capabilities as well as community connections.</p> <p>Children and young people need effective communication skills to facilitate and maintain relationships with peers and the adults in school age care settings. They are highly motivated to exchange ideas, thoughts, questions and feelings. In exchanging ideas and participating in collaborative activities children and young people are respectful listeners as well as thoughtful contributors. Further, the diverse range of capabilities and interests of children and young people mean they practice communication with others who are more and less competent than themselves. They learn to adjust their communication style to engage with the receivers of their messages.</p> <p>Children and young people’s use of their home languages underpins their sense of identity and their conceptual development. Children and young people feel a sense of <i>belonging</i> when their language, interaction styles and ways of communicating are valued. For Aboriginal and Torres Strait Islander children and young people, this means the use of Indigenous languages and means of communication in the program and setting. All children have the right to be continuing users of their home language as well as to develop competency in Standard Australian English.</p> <p>This is evident, when children and young people for example:</p> <ul style="list-style-type: none"> • convey and construct messages with purpose and confidence, building on home/family and community literacies • are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listeners’ needs • interact with others to explore ideas and concepts, clarify and challenge thinking, debate, negotiate and share new understandings • participate in opportunities to identify Aboriginal and Torres Strait Islander signs, symbols, and images as part of their verbal and non-verbal communication with families and communities • share Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening • investigate and recognise stereotypes or narrow depictions of diversity • share stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs, and celebrations. • identify Aboriginal and Torres Strait Islander signs and symbols relevant to their location <p>Educators facilitate this for all children and young people, when they:</p> <ul style="list-style-type: none"> • value children and young people’s linguistic heritage and with family and community members encourage the use of and acquisition of home languages and Standard Australian English
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Sustainability	<ul style="list-style-type: none"> critically reflect on how they embed Aboriginal and Torres Strait Islander perspectives into everyday practice provide opportunities for Aboriginal and Torres Strait Islander educators to share ideas about practice when embedding Aboriginal and Torres Strait Islander perspectives into everyday practices recognise the importance of respecting multiple communication styles and varying cultural communication norms. incorporate familiar family and community texts and tell stories seek Aboriginal and Torres Strait Islander guidance to ensure that the authentic voices of Traditional Owners, Elders and community members are highlighted in experiences provide books, digital media and resources that appear to a range of ages and literacy capabilities have opportunities to engage in Aboriginal and Torres Strait Islander led professional development about Aboriginal and Torres Strait Islander ways of learning e.g., 8 ways & both ways pedagogy provide opportunities for children and young people to use languages other than English provide opportunities for visual communication such as signing critically reflect on how they are embedding Aboriginal and Torres Strait Islander perspectives into every part of their planning and their setting provide Aboriginal and Torres Strait Islander children and young people opportunities to communicate how they are feeling through writing, the Arts, and construction
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AUSTRALIAN CURRICULUM		
General capabilities	Linking My Time Our Place	
LITERACY	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
Respect for Diversity	✓	
Sustainability		

	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
	Outcome 1	✓
	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓

NUMERACY	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	
	Respect for Diversity	
	Sustainability	
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
PRACTICES		

	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
	Outcome 1	✓
	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓

DIGITAL LITERACY	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	✓
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
	Respect for Diversity	✓
	Sustainability	✓
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓

	Environments	✓
	Cultural responsiveness	✓
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
	Outcome 1	✓
	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓

CRITICAL & CREATIVE THINKING	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
	Respect for Diversity	✓
	Sustainability	
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	
Continuity and transitions	✓	

	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
	Outcome 1	✓
	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓

INTERCULTURAL UNDERSTANDING	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
	Respect for Diversity	✓
	Sustainability	
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	✓
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
Outcome 1	✓	

	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓
ETHICAL UNDERSTANDING	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
	Respect for Diversity	✓
	Sustainability	
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
Outcome 1	✓	
Outcome 2		
Outcome 3	✓	
Outcome 4	✓	
Outcome 5	✓	

PERSONAL & SOCIAL CAPABILITY	VISION	
	Belonging, Being and Becoming	✓
	PRINCIPLES	
	Secure, respectful and reciprocal relationships	✓
	Partnerships	✓
	Aboriginal and Torres Strait Islander perspectives	
	Equity, inclusion and high expectations	✓
	Respect for Diversity	✓
	Sustainability	
	Critical reflection and ongoing professional learning	✓
	Collaborative leadership and teamwork	✓
	PRACTICES	
	Holistic, integrated and interconnected approaches	✓
	Collaboration with children and young people	✓
	Play, leisure and intentionality	✓
	Environments	✓
	Cultural responsiveness	✓
	Continuity and transitions	✓
	Assessment and evaluation for wellbeing, learning and development	✓
	LEARNING OUTCOMES	
	Outcome 1	✓
	Outcome 2	✓
	Outcome 3	✓
	Outcome 4	✓
	Outcome 5	✓

Linking the five outcomes of MTOP to the AC Learning Area Aims.

AUSTRALIAN CURRICULUM LEARNING AREA AIMS	MTOP Outcomes				
	1	2	3	4	5
<p>The English curriculum aims to ensure that students:</p> <ul style="list-style-type: none"> • learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts • understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning • develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature • appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others. 	✓			✓	✓
<p>Health and Physical Education aims to enable students to:</p> <ul style="list-style-type: none"> • access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation • develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings • engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong • analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity. 	✓	✓	✓	✓	✓
<p>Humanities and Social Sciences aims to ensure that students develop:</p> <ul style="list-style-type: none"> • a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena • key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts • an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging • an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries 	✓	✓	✓	✓	✓

<ul style="list-style-type: none"> the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics. 					
<p>Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines. 		✓		✓	✓
<p>Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers. 	✓	✓	✓	✓	✓

<p>Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:</p> <ul style="list-style-type: none"> investigate, design, plan, manage, create and evaluate solutions are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions analyse and evaluate needs, opportunities or problems to identify and create solutions. 	✓	✓	✓	✓	✓
<p>The Arts aims to develop students:</p> <ul style="list-style-type: none"> creativity, critical thinking, aesthetic knowledge and understanding about arts practices knowledge and skills to imagine, observe, express, respond to and communicate ideas and perspectives in meaningful ways use of available resources and materials including digital tools empathy for multiple perspectives and understanding of personal, local, regional, national and global histories and traditions through the arts engagement with the diverse and continuing cultures, arts works and practices of First Nations Australians understanding of local, regional, national and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions. <p>These aims are extended and complemented by specific aims for each subject in The Arts.</p>	✓	✓	✓	✓	✓