

Information sheet

MY TIME, OUR PLACE

A vision for children and young people's learning

The *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022 (MTOP V2.0) Vision* recognises that all children and young people engage in learning through play and leisure that promotes creative and confident individuals and successful lifelong learners. All children and young people are active and informed members of their communities, with knowledge of Aboriginal and Torres Strait Islander perspectives.

This information sheet provides insight into the inclusion and intention of a Vision statement into MTOP V2.0. It provides you with reflective questions as you consider your practice, service philosophy and program in relation to this Vision.



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

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development.

The MTOP V2.0 vision is reflected in several quality areas of the NQS, with particular focus in:

QA1: Educational program and practice

QA4: Staffing arrangements

Standard 4.2: Professionalism – Management, educators and staff are collaborative, respectful and ethical.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

QA7: Governance and Leadership

What is the change?

The vision statement emphasises that all children and young people engage in play and leisure that promotes creative and confident individuals and as active and informed community members with knowledge of Aboriginal and Torres Strait Islander perspectives. The content has been expanded to recognise the diversity of children, their families and communities and the opportunities diversity brings to know more about the world.

When embedding the MTOP V2.0 Vision in practice, it is important to remember that the service context and individuality of the children, young people, families, service leadership, staff and community will influence decisions.

Belonging has been expanded to include culturally and linguistically diverse local and global communities.

Being has been expanded to add in the significance of the past as well as the present, and development of identity.

Becoming has been expanded to include the addition of dispositions, collaborations to enhance connections and capabilities, and participation of children and young people as active citizens.

Rationale for the change

- Recognise the role of outside school hours Care (OHSC) in advancing children and young peoples' engagement in Reconciliation, respect and recognition of the world's oldest continuous living culture.
- Align with the [Alice Springs \(Mparntwe\) Education Declaration](#) and the [Australian Curriculum](#) supporting Aboriginal and Torres Strait Islander histories and cultures.
- Recognise contemporary understandings of childhood as children and young people are connected beyond their local community.
- Acknowledge that identity is influenced by past and present experiences.
- Recognise dispositions and collaborations with others are an important part of becoming a contributing member of social networks and an [active citizen](#).

What this looks like in practice?

The Vision of *Belonging, Being and Becoming* is central to the MTOP V2.0 and enhances the focus of the Vision on children's connection to family, communities, culture and place for successful lifelong learning.

The following examples of quality practice, demonstrating the MTOP Vision, provide a starting point for critical reflection and discussion about how this vision may shape and inform practice in your service:

- service philosophy and practice reflect educators providing learning and leisure opportunities for children and young people which promote confidence, creativity and opportunities for them to be active citizens
- through the program, it is evident that the team are aware of how the children are connected to family, local and global communities, neighbourhoods, culture and place - supporting their knowing of where and with whom they belong. Diversity is celebrated and there are many opportunities for the children to know more about the world.
- educators are intentional in their choice of resources to ensure children and young people have opportunities to be exposed to authentic cultural knowledge, histories, truths and practices of Aboriginal and Torres Strait Islander peoples.

Belonging:

- Educators [actively listen](#) to and are responsive to the requests, ideas and suggestions of the children and young people to support their understanding of their value and importance.
- All children's emotions are accepted, validated and talked about with them.
- Educators build and maintain trusting and respectful relationships with the families, working in partnership to support each child's learning, development and wellbeing. The [routines and rituals](#) for each child are planned and reflected upon between the families and educators.

Being:

- Educators not only support children's preparedness for the future but also support their engagement in the here and now.
- There are active learning and leisure environments, intentionally planned for, which allow for and invite children to investigate, wonder and create. There are many opportunities for children to be challenged, demonstrate [agency](#) and to test new skills through the engagement with the natural and built worlds.
- Educators use their [professional judgment](#) to consider the pace and flow of the program, allowing for a balance of play and leisure experiences such as individual and group, quiet and noisy, active and passive experiences.

Becoming:

- Educators collaborate with families, children and young people, to support and enhance children's connections and capabilities.
- Children and young people are respected to make decisions that affect them allowing them to be active participants in their own learning as well as contributors within their communities.

Practice is evident for school age children when:

- children and young people have agency in the service decision making, are offered genuine choices, time and opportunity to act on their own to increase autonomy, resilience and persistence
- children and young people feel valued, accepted, and able to tackle new things, express themselves, work through differences and take calculated risks
- children and young people are active participants in their school age care exploration of [Reconciliation](#)
- educators support children to explore reciprocal rights and active community participation, as well as fostering resilience and agency through activities that recognise children and young people as capable and competent learners.

Reflective questions and provocations

- The [National Quality Standard](#) (NQS) requires that service philosophy guides all aspects of practice. What does your service's philosophy say about play and leisure? Is play and leisure on the agenda for discussion in daily reflections and staff meetings?
 - » UNICEF – [United Nations Convention on the Rights of the Child](#)
- How are educators intentional in building their play and leisure knowledge and in improving opportunities for play and leisure? What role do educators 'play' in the daily play and leisure pursuits of children and young people?
 - » Be You - [The importance of joy in enhancing learning, wellbeing and school connectedness](#)
- How are educators advocates for play and leisure? How is your advocacy supported by theory and research?
 - » Centre on the Developing Child, Harvard University – [6 Playful Activities for Kids \(8-12 years\)](#)
- What elements within the [environment](#) (physical and social) promote children's play and leisure choices? How might you create opportunities for the voices of others to be included in the planning of improvements and/or adjustments?
 - » ACECQA – [We hear you blog – Does your service vision lead the way?](#)
- How does the environment reflect and support children's interests, understandings and agency?
 - » Beyond Blue – [Building resilience in children](#)
- What steps do you take to support children, families, neighbourhoods and the local community to feel they are valued for their uniqueness?
 - » Early Childhood Australia – [the Code of Ethics brochure](#)
- How are relationships between educators, children and families valued and sustained?
 - » Stride – [Cultivating a Sense of Belonging for All Children](#)
- Thinking about Goal 2 of the Alice Springs (Mparntwe) Education Declaration: "All young Australians become confident and creative individuals, successful lifelong learners, active and informed members of the community" What everyday practices support this goal?
 - » Children's Ground – [Walk With Us \(Vimeo\)](#).

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Mapping the updated MTOP to V9 Australian Curriculum](#)
- ACECQA – [Information sheet – QA5 Relationships with children](#)
- ACECQA – [National Quality Framework Approved Learning Frameworks Update Literature Review](#)

Other references and resources

- Australian Government Department of Education – [The Alice Springs \(Mparntwe\) Education Declaration](#)
- Be You – [The importance of joy in enhancing learning, wellbeing and school connectedness](#)
- Be You – [Inclusive environments empower everyone: A whole learning community approach](#)
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- Children's Ground – [Walk With Us \(Vimeo\)](#)
- Centre on the Developing Child, Harvard University – [Games & Activities 4 to 7 years](#)
- Centre on the Developing Child, Harvard University – [Games & Activities 8 to 12 years](#)
- Early Childhood Australia – [the Code of Ethics brochure](#)
- Prof Jennifer Cartmel & Dr Bruce Hurst – [More than 'just convenient care': what the research tells us about equitable access to outside school hours care](#)
- Stride – [Cultivating a sense of belonging for all children. STRIDE For better mental health](#)
- The Playwork Foundation – [The Playwork Principles](#)
- UNICEF Australia – [United Nations Convention on the Rights of the Child.](#)