

Information sheet

MY TIME, OUR PLACE

Collaboration with children and young people

Responding to children and young people's knowledge, ideas and play forms is an important basis for building relationships and program decision-making.

Relational pedagogies are significant features of school age care settings. This form of collaborative engagement supports children and young persons' rights and builds safe and secure environments where educators, children and young people share decisions, respect, trust and learn from each other.

This information sheet highlights the changes to the *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022* (MTOP V2.0) Practice, Collaboration with children and young people. It provides you with reflective questions as you consider your practice, service philosophy and program in relation to this practice.



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

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

QA1: Educational program and practice

Element 1.2.3: Child directed learning – Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

QA4: Staffing arrangements

Element 4.2.1: Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

Standard 6.2: Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QA7: Governance and Leadership

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

Knowing, valuing and building on all children and young people's strengths, skills and knowledge ensures their wellbeing, motivation and engagement in experiences.

What is the change?

Content under the principle has been updated to:

- provide clearer definition of attuning to and collaborating with children and young people's drawing on their strengths, interests, capabilities and curiosity. Consideration is given to the context of children and young people's expertise, cultural traditions and ways of knowing spoken through the multiple languages or dialects
- acknowledge educator collaboration with children and young people's [funds of knowledge](#) as an important basis for curriculum decision-making.

Rationale for the change

Being attuned to children and young people allows educators in school age care to:

- be responsive to children and young people's strengths, interests, capabilities and curiosities
- acknowledge children and young people's expertise
- be responsive to children and young people's cultural traditions and ways of knowing spoken through the multiple languages or dialects of some children.

Knowing about the knowledge and experiences children and young people bring with them (their funds of knowledge) and using this knowledge assists in planning the curriculum and optimises children and young people's wellbeing, learning and development.

What will this change look like in practice?

- Children and young people's expertise, cultural traditions and ways of knowing and the multiple languages and dialects, such as those spoken by Aboriginal and Torres Strait Islander children and young people are embedded in the program and shared with families in meaningful ways.
- Educators are attuned to and actively listen to children and young people's views so they can respond in ways that build trusting relationships.
- Educators support the strategies used effectively by children and young people to negotiate their everyday lives.
- Educators assess, anticipate and extend children and young people's ideas via open-ended questioning, providing feedback, challenging their thinking and guiding their actions.
- [Article 12 of the UN Convention of the Rights of the Child](#) helps guide educators' practice and informs the school age care service's philosophy.
- Educators respectfully enter children and young people's play and ongoing projects, stimulate their thinking and enrich their growth and development.

What might this look like for school age children?

- Collaborative engagement is a key element of relationships and is evident across the service.
- The service's Vision Statement and daily practice reflects a commitment to recognising the rights of the children and young people attending the service.
- Children and young people are empowered to participate in shared decision making, with respect and trust being the cornerstones of daily practice.
- Educators engage in [sustained shared thinking](#) with each child or young person about their individual interests, ideas and suggestions.

Reflective questions and provocations

- How does your team, individually and collectively, demonstrate respect for the rights of children and young people? How is this reflected in the service's vision statement and philosophy?
 - » Children's Rights Queensland – Every child's right to a voice
- How does Article 12 of the UN Convention of the Rights of the Child help guide educators' practice?
 - » UNICEF – [Convention on the rights of the child](#)
- What opportunities are there for children and young people to collaborate with each other, educators, families and communities?
 - » ACECQA – [From soaring towers to inclusive playscapes: Exploring the journey of children's participation](#)
- What is your team's view of agency? How do educators support children and young people to enact agency?
 - » Victorian Curriculum and Assessment Authority – [Children's agency: What does it mean and why is it regarded as important?](#)
- What opportunities are provided for children and young people to explore each other's ways of knowing, being and belonging?
 - » Deadly Story – [Aboriginal Country Map](#)
- How do educators demonstrate they welcome, reflect and draw on the voices, priorities and strengths of the children, young people and families at the service?
- The Education Hub - [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [From soaring towers to inclusive playscapes: Exploring the journey of children’s participation](#)

Other references and resources

- Ben Mardell et al. – [A pedagogy of play: Supporting playful learning in classrooms and schools](#)
- Carla Rinaldi – [The Child as Citizen: holder of rights and competent. The Reggio Emilia Educational Experience](#)
- Deadly Story – [Aboriginal Country Map](#)
- Deadly Story – [Your Rights](#)
- Queensland Government Early Childhood Education and Care - [Collaborative unpacked](#)
- Queensland Government Department of Education and Training – [Age-appropriate pedagogies in action: Collaborative](#)
- Queensland Government Department of Education and Training – [Characteristics of age-appropriate pedagogies – Questions to support teacher reflection](#)
- Queensland Government Department of Education and Training – [Characteristics of age-appropriate pedagogies – Teacher and child behaviours unpacked](#)
- The Education Hub – [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)
- UNICEF – [Child rights and why they matter](#)
- Victorian Curriculum and Assessment Authority – [Children’s agency: What does it mean and why is it regarded as important?](#)