

Information sheet

MY TIME, OUR PLACE

Holistic, integrated and interconnected approaches

An integrated, holistic approach to teaching and learning focuses on connections to the social, natural and virtual 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.

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, Holistic, integrated and interconnected approaches. It provides you with reflective questions as you consider your practice, service philosophy and program in relation to this Practice.



When educators adopt a holistic approach, they pay attention to children and young people's physical, personal, social, emotional and spiritual wellbeing, and cognitive aspects of learning as it pertains to lifelong learning, recognising the integration and connectedness of all these dimensions.

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 Practice, Holistic, integrated and interconnected approaches is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice - all standards and elements

QA3: Physical environment – all standards and elements

QA4: Staffing arrangements

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

QA5: Relationships with children – all standards and elements

QA6: Collaborative partnerships with families and communities – all standards and elements

QA7: Governance and Leadership

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

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

Educators who are culturally responsive, respect multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.

What is the change?

The approved learning frameworks Practice, Holistic approaches has been renamed as Holistic, integrated and interconnected approaches.

It clarifies the meaning of holistic approaches to learning and teaching, including the connection between the Vision, Principles, Practices, and Outcomes in the Framework.

Rationale for the change

Renaming the practice to Holistic, integrated and interconnected approaches reinforces holistic approaches to teaching, learning, the integrated nature of MTOP V2.0, and the importance of educators drawing on all elements of MTOP (Vision, Principles, Practices and Learning Outcomes) to inform their pedagogy and professional practice.

What this looks like in practice?

- Educators take a holistic approach to their roles and responsibilities, recognising the integration and connectedness of all dimensions of children and young people's wellbeing, learning and development as it evolves in their play and leisure experiences.
- Children and young people are seen as capable and responsible, and places are provided for them to socialise and play with friends, to relax and have fun.
- Educators see learning as a social activity and value collaborative activities and community participation.
- Educators understand the holistic and integrated nature of MTOP V2.0 and the connections between the various elements of the Framework.
- Educators intentionally plan for experiences where children and young people can engage in the natural world to discover and explore their interdependence between people, plants, animals, Country and the environment.
- All children and young people are supported to learn and develop at their own pace, exploring their interests through safe, challenging and risky experiences.

What might this look like for school age children?

- Children and young people have multiple opportunities to connect with the natural, social and virtual world and their community and Country.
- Children and young people are empowered to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local community.
- Learning is seen as a social activity and collaborative activities and community participations are valued.

Reflective questions and provocations

- How does your service philosophy guide the practice of holistic, integrated and interconnected approaches?
 - » ACECQA – [Information sheet – QA7 Reviewing your service philosophy](#)
- What opportunities do children and young people have to connect with their world?
 - » ACECQA – [The endless possibilities of using digital devices in OSHC safely](#)
- They say, 'it takes a village to raise a child'. How are children connected to their school age care and local community? What opportunities are there for them to feel included, safe and valued?
 - » Australian Human Rights Commission – [What are children's rights? \(YouTube\)](#)
- How is each child and young person able to engage in meaningful experiences with others and have access to resources that extend and enrich their learning, development and wellbeing?
 - » The Education Hub, NZ – [Principles for culturally responsive teaching in early childhood education](#)
- When observing, how does the evidence capture a holistic view of each child and young person?
 - » ACECQA – [We hear you blog - How we document – Albury Out of School Hours](#)
- When considering children and young people's current interests, is your focus flexible enough to include emerging interests, ideas and suggestions from children and young people?
 - » ACECQA – [Information sheet – QA1 Supporting agency: Involving children in decision-making](#)

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 – [The endless possibilities of using digital devices in OSHC safely](#)
- ACECQA – [DDA tip sheet – 6 tips for making reasonable adjustments in OSHC settings](#)
- ACECQA – [We hear you blog - How we document – Albury Out of School Hours](#)
- ACECQA – [Information sheet – QA7 Reviewing your service philosophy](#)
- ACECQA – Information sheet – QA1 Supporting agency: Involving children in decision-making

Other references and resources

- 8 ways – [Aboriginal Pedagogy](#)
- Australian Human Rights Commission – [What are children's rights? \(YouTube\)](#)
- Ben Mardell et al. – [A pedagogy of play: Supporting playful learning in classrooms and schools](#)
- Child Safe Organisations – [What do children & young people think about safety?](#)
- Simply Psychology – [Bronfenbrenner's Ecological Systems Theory](#)
- The Education Hub – [Principles for culturally responsive teaching in early childhood education](#)
- The LEGO Foundation – [The 5 Characteristics of Learning through Play \(Vimeo\)](#)

