

Information sheet 3

MY TIME, OUR PLACE

Principles – Secure, respectful and reciprocal relationships

Research shows the importance of relational pedagogy for children's optimal learning, development, and wellbeing. Educators who establish and maintain secure, respectful and reciprocal relationships support the children to develop confidence in their ability to express themselves, learn new things and take calculated risks.

This information sheet highlights the amendments to the *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022* (MTOF V2.0) Principle, Secure, respectful and reciprocal relationships and how this might look in their service philosophy, program and daily 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 MTOF Principle, Partnerships is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

Element 1.1.3: Program learning opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Element 1.2.2: Responsive teaching and scaffolding – Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

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.

QA2: Children's health and safety

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

QA3: Physical environment

Element 3.2.1: Inclusive environment – Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

QA4: Staffing arrangements

Element 4.2.2: Professional standards – Professional standards guide practice, interactions and relationships.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

Standard 6.1: Supportive relationships with families – Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element 6.2.3: Community engagement – The service builds relationships and engages with its community.

QA7: Governance and Leadership

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

Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

These partnerships recognise the diversity of families and children. In genuine partnerships, educators collaborate with children, families, other professionals, community members and teachers in schools to support children's learning, development and wellbeing.

What will the change look like in practice?

- Educators continually and genuinely collaborate and partner with children, families, other professionals, community members and teachers in schools to support children's learning, development, and wellbeing.
- The service's philosophy has a strong commitment to valuing diversity, inclusive practice and connecting to the community.
- All children and families are respected by educators regardless of background, ethnicity, languages spoken, religion, family makeup or gender.
- Educators and teachers build trust in each other and value and demonstrate respect for each other's knowledge of each child.
- Children express ideas and feelings and understand and respect the perspectives of others.
- Educators and teachers thoughtfully introduce questions and adopt active listening approaches to prompt problem solving and creative solutions during interactions with children, families, colleagues and community members.
- Educators demonstrate a respect for family perspectives and expectations, such as for sleep/rest, food preferences, dietary needs and seek out information in a culturally safe and respectful way.
- Educators engage in shared decision-making to support each child and young persons' wellbeing, learning and development.
- Families are regularly invited to contribute to the school age care program, including annual reviews of service philosophy, self-assessment, policies and procedures, and writing goals and taking part in action plans for the Quality Improvement Plan (QIP).
- Educators continually reflect on their ongoing commitment to building partnerships in their service and community, engaging with other professionals in a child's life to support their development and wellbeing.
- Educators actively participate in their community, connecting and supporting partnerships with local Aboriginal and/or Torres Strait Islander communities.

Key information for this in practice with:

School age children

Children and young people and family voices are visible in the service philosophy, decision making processes and the environment.

Children and young people exchange ideas, feelings and understandings with other children, educators, teachers and families by using language and representations in play.

Educators build trust in each other and value and demonstrate respect for each other's ways of knowing and being.

Active communication, consultation and collaboration is evident in the daily life of the service.

The school age care team recognises the importance of extended families, kinship ties, carers and guardians in children's lives, demonstrate respect for their role within the child's life and seek out their knowledge about the child's routines, rituals and interests.

Reflective questions and provocations

- When educators maintain everyday events, rituals, routines, play and leisure, they ensure active participation and engagement in these experiences is inclusive of children and young people with diverse backgrounds and family structures. What everyday events, rituals, routines, play and leisure have you found support diverse backgrounds and family structures?

» Emerging Minds – [An overview of child participation](#)

School age children can provide valuable insight into school age care practice. How could you consider and seek their opinions and ideas on a regular basis and embed this in practice?

» Emerging Minds – [An overview of child participation](#)

Educators recognise the components of the [ecological systems](#) that surround the lives of children and young people. They recognise that partnerships with families, schools and other professionals benefit children and young people's wellbeing, learning and development. How has the team explored these partnerships from both a [relational](#) and place-based perspective?

» Emerging Minds – [Practical strategies for engaging children in a practice setting](#)

Ethical partnerships are formed when information is shared responsibly, and educators take safety precautions to ensure children and young people's right to privacy and protection. What steps has your service taken to maintain ethical relationships?

» Early Childhood Australia – [Code Of Ethics](#)

- Digital technologies help to build collaborative inclusive partnerships with families and communities. What are your current engagement strategies? How would you strengthen these to foster connections with diverse groups?

» ACECQA – [Getting up to speed: on engaging with families](#)

Children and young people recognise they have right to belong to many communities, including virtual communities. What strategies are in place to support and

keep children and young people safe whilst partnering with the broader community?

- » Playing IT Safe – [Helping parents, carers and educators teach young children how to stay safe online](#)
- Knowing that some children and young people may not have experienced safe and supportive home environments, educators enact trauma informed practices. What conversations inform your practice?
 - » Emerging Minds – [Trauma responses in children aged 5-12 years](#)
- What strategies are in place for information sharing between families and the service during orientation, settling in and transitions? Is your communication reaching all families? How do you know that all families are accessing service information?
 - » ACECQA – [Information sheet – QA6 Enrolment & Orientation](#)

ACECQA references and resources

- ACECQA – [My Time, Our Place Framework for School Age Care In Australia V2.0](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Getting up to speed on engaging with families: Social and smart online](#)
- ACECQA – [Getting up to speed on engaging with families: Social networking policies](#)
- ACECQA – [How to generate family involvement in service management](#)
- ACECQA – [The endless possibilities of using digital devices in OSHC safely](#)
- ACECQA – [Information sheet – QA6 Enrolment & Orientation](#)

Other references and resources

- Australian Institute of Families Studies – [Talking about parenting: Why a radical communications shift is needed to drive better outcomes for children](#)
- Be You – [Healthy families](#)
- Be You – [Communication skills for educators](#)
- Be You – [Planning for Empowerment: Growing a mentally healthy generation](#)
- Be You – [Trauma informed practice in your learning community \(YouTube\)](#)
- Emerging Minds – [Trauma responses in children aged 5-12 years](#)
- Emerging Minds – [Practitioners speak](#)
- Emerging Minds – [An overview of child participation](#)
- Emerging Minds – [Practical strategies for engaging children in a practice setting](#)
- Playing IT Safe – [Helping parents, carers and educators teach young children how to stay safe online](#)

