

# UPDATES TO MY TIME, OUR PLACE

## Framework for School Age Care in Australia V2.0

This document summarises the updates to *My Time, Our Place: Framework for School Age Care in Australia* (MTOF) and provides an explanation for the changes

The original MTOF was formally introduced with the commencement of the National Quality Framework (NQF) in 2012.

The original MTOF has been integral to the success of the NQF for over a decade and is internationally recognised as an exemplar of a high-quality learning framework for school age education and care.

The purpose of this update was to ensure the MTOF continues to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the wellbeing, learning and development of children and young people.



### What has changed and why?

A national consortium led by a partnership between Macquarie University, Queensland University of Technology and Edith Cowan University was engaged by ACECQA – on behalf of all governments – to lead a robust process to assess options for, and provide recommendations to, update the MTOF.

Commencing in April 2021, the process included a [literature review](#), a comprehensive national stakeholder engagement process including surveys and other direct feedback mechanisms in response to a [discussion paper](#), and a pilot to trial proposed updates to the MTOF in 16 education and care services across Australia.

In the context of a diverse set of stakeholders, a high-level of consistency and agreement on the priority areas for updating the MTOF was found throughout the process.

The changes comprise a mix of clarifications and expanded explanations across elements of the original MTOF, and a smaller number of more substantial changes, including the addition of three new principles and updated practices across all relevant aspects of the MTOF (V2.0).

While some practices around the five Outcomes - required by the National Regulations (regulation 73) and reflected in the MTOF (V2.0) - have been updated, the Outcomes themselves are still considered fit for purpose and remain as per what is prescribed in the National Regulations.

In particular, the updates strengthen the connection between the MTOF (V2.0) and the National Quality Standard in areas such as transitions, sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, and inclusion.



## Key updates

Key updates to the *MTOP (V2.0)* include:

- Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes
- Strengthening the link between the vision and planning cycle
- Strengthening the principle of ongoing learning and reflective practice
- Introducing a new principle promoting collaborative leadership
- Introducing a new sustainability principle
- Strengthening the principle of high expectations and equity
- Updating the principle of secure, respectful and reciprocal relationships to include relational pedagogy
- Strengthening partnerships to include other professionals
- Clarifying the meaning of holistic approaches
- Strengthening the connection between play-based learning and intentionality
- Replacing cultural competence with cultural responsiveness
- Aligning assessment and evaluation for learning development and wellbeing
- Expanding and strengthening guidance to support the Outcomes

The tables below outline the key changes and explain why they have been included.

The [MTOP V2.0](#) is available on the ACECQA website. As additional national supporting material is developed by governments and ACECQA to support providers and their services, it will be made available on the [ACECQA website](#).



## Summary of content revisions to My Time, Our Place: Framework for School Age Care in Australia V2.0

Original MTOP	Key updates	Rationale for the updates
<b>Introduction</b>		
	<ul style="list-style-type: none"> <li>Updated to reflect that this is V2.0 of the original MTOP, and incorporate elements of the Terms of Reference that guided the update process and are now reflected across the learning framework.</li> <li>The term children expanded to children and young people to reflect the age range of the individuals involved.</li> <li>Layout altered to be more similar to the EYLF layout.</li> </ul>	
<b>A vision for children's learning</b>		
All children experience learning that is engaging and builds success for life.	<ul style="list-style-type: none"> <li>Vision statement included to emphasise 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.</li> <li>Content expanded to recognise the diversity of children, their families and communities and the opportunities diversity brings to know more about the world.</li> </ul>	<ul style="list-style-type: none"> <li>Previously there was not a vision statement.</li> <li>Recognises the role of OSHC in advancing children's engagement in Reconciliation, respect and recognition of the world's oldest continuous living culture.</li> <li>Aligns with the Alice Springs (Mparntwe) Education Declaration and the Australian Curriculum supporting Aboriginal and Torres Strait Islander histories and cultures.</li> </ul>
<i>Belonging</i>	<ul style="list-style-type: none"> <li><i>Belonging</i> expanded to include culturally and linguistically diverse local and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises contemporary understandings of childhood as children and young people are connected beyond their local community.</li> </ul>
<i>Being</i>	<ul style="list-style-type: none"> <li><i>Being</i> expanded to add in the significance of the past as well as the present, and development of identity.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges that identity is influenced by past and present experiences.</li> </ul>
<i>Becoming</i>	<ul style="list-style-type: none"> <li><i>Becoming</i> expanded to include the addition of dispositions, collaborations to enhance connections and capabilities, and participation of children and young people as active citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Dispositions and collaborations with others are an important part of becoming a contributing member of social networks and an active citizen.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Elements of the framework</b>		
	<p>Content updated to:</p> <ul style="list-style-type: none"> <li>include descriptions of relational and place-based pedagogies</li> <li>strengthen the importance of children’s wellbeing</li> <li>highlight the importance of curriculum decision making as a continuous cycle of planning, assessment, evaluation and critical reflection and partnerships with children, young people, families, colleagues and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Educators know that children’s wellbeing learning, and development takes place in a nest of relationships.</li> <li>Educator’s effective curriculum decision making is a continuous cycle where planning, implementation and assessment of learning and evaluation of professional practice with critical reflection is key. Within this cycle educators gather information from children and young people and their families that assist in strengthening partnerships. Children and families also have a role in providing feedback used to develop quality opportunities.</li> </ul>
<b>Children and young people’s learning</b>		
	<ul style="list-style-type: none"> <li>Content on play and leisure expanded to provide greater clarity and ideas on how play and leisure connects to and amplifies children and young people’s wellbeing, learning, and development.</li> <li>Concepts of resilience, growth mindset and multimodal play have been added.</li> </ul>	<ul style="list-style-type: none"> <li>This section has been strengthened through the inclusion of clearer and contemporary descriptions of play and active and passive leisure.</li> <li>The development of resilience and a growth mindset in learning are described in ways that assist educators with contemporary understandings of the amplification of children and young people’s wellbeing, learning, and development.</li> </ul>
<b>Elements of My Time, Our Place Framework</b>		
	<ul style="list-style-type: none"> <li>Diagram updated to reflect the new Principles, Practices and Outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>This reflects the changes made in the framework.</li> </ul>
<b>Pedagogy</b>		
Strengthening the link between the vision and the planning cycle	<ul style="list-style-type: none"> <li>Planning cycle updated to include detail on planning for learning that addresses the importance of, and explains the continuous cycle of: <ul style="list-style-type: none"> <li>» Observe / Listen / Collect</li> <li>» Assess / Analyse / Interpret</li> <li>» Plan / Design</li> <li>» Implement / Enact</li> <li>» Evaluate / Critically Reflect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Planning for learning is a continuous cycle that involves planning, implementation, critical reflection, assessment and evaluation. High quality programs have a strategic and reflective approach to planning for play, leisure and learning. The inclusion of the planning cycle demonstrates the importance of planning in the MTOP to better inform and support practice, and the assessment of children and young people’s wellbeing, learning, and development in OSHC.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Principles</b>		
<ul style="list-style-type: none"> <li>Secure, respectful and reciprocal relationships</li> <li>Partnerships</li> <li>High expectations and equity</li> <li>Respect for diversity</li> <li>Ongoing learning and reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>Expanded to include three new principles, reordered and numbering removed to clarify that they are not listed in order of priority.</li> <li>The Principles are:               <ul style="list-style-type: none"> <li>» Secure, respectful and reciprocal relationships</li> <li>» Partnerships</li> <li>» Respect for diversity</li> <li>» Aboriginal and Torres Strait Islander perspectives – NEW</li> <li>» Equity, inclusion and high expectations – RENAMED</li> <li>» Sustainability – NEW</li> <li>» Critical reflection and ongoing professional learning – RENAMED</li> <li>» Collaborative leadership and teamwork – NEW</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The eight principles reflect contemporary theories, perspectives and research evidence concerning children and young people’s wellbeing, learning, and development and childhood pedagogy.</li> </ul>
Secure, respectful and reciprocal relationships	<ul style="list-style-type: none"> <li>Principle updated to include children and young people’s experiences of positive caring relationships and interactions with educators and their peers and the role that plays in healthy brain development.</li> <li>Content updated to include relational and place-based pedagogies, including the importance of valuing rituals and routines, and educators assisting children and young people to support their own and others wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Including children and young people’s connections with educators and their peers highlights the importance of relationships in school age care between children and young people and educators and underpins professional practices. The importance of relationships between educators and children and young people is a key theme of the MTOP.</li> <li>Educators know that children and young people’s wellbeing, learning, and development takes place in a nest of relationships and that context is important when developing curriculum and programs. Both are continuing themes throughout the document.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
Partnerships	<ul style="list-style-type: none"> <li>• Principle strengthened to include working with diverse families, culturally safe spaces, and strengthening connections with child and family professionals and school communities.</li> <li>• Partnerships broadened to include children and young people, other professionals, communities, including schools.</li> <li>• Content expanded to include:               <ul style="list-style-type: none"> <li>» cultural safety</li> <li>» educators actively encouraging children and young people and families in decision-making</li> <li>» forming ethical partnerships</li> <li>» assisting children and young people and families with e-safety and use of media, popular culture and digital technologies</li> <li>» trauma informed practice and engaging with other professionals to enhance the wellbeing of children and young people affected by trauma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledging the fundamental importance of strong and effective partnerships in OSHC, this Principle has been strengthened to include working with diverse families, culturally safe spaces, and strengthening connections with child and family professionals and school communities.               <ul style="list-style-type: none"> <li>» Cultural safety is key to fostering partnerships and relationships with families.</li> <li>» The role of children and young people and families in decision making is recognised.</li> <li>» Ethical partnerships are a central understanding in OSHC</li> <li>» New understandings about the role of digital technologies, the use of media and popular culture and the role of the educator in assisting children, young people and families with knowledge about this and e-safety is strengthened throughout the framework.</li> <li>» Trauma informed practice is important to understand in strengthening partnerships as we as reinforcing relational pedagogy.</li> </ul> </li> </ul>
Respect for diversity	<ul style="list-style-type: none"> <li>• Principle expanded to provide clearer definition of respecting diversity to include valuing traditional practices, heritage and ancestral knowledge within the curriculum. For educators to build culturally safe and secure environments for all children and young people and their families that acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for diversity has contemporary understandings of valuing traditional practices, heritage and ancestral knowledge in the curriculum. The concept of cultural safety is threaded throughout the framework. Culturally safe and secure environments for children and young people and families acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
	<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander perspectives - New principle</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening Aboriginal and Torres Strait Islander knowledges, cultures, and perspectives throughout the <i>MTOP</i> is a priority, supported by the Terms of Reference and reflects the Alice Springs (Mparntwe) Education Declaration and aligns with the Australian Curriculum V9.0.</li> <li>The Alice Springs Agreement (Mparntwe) Education Declaration (Education Council, 2019, p.5) describes the importance of learning that builds “on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities”.</li> <li>Furthermore, children and young people become active and informed members of the community who “come to understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures” (Education Council, 2019, p.8). This understanding is supported by a guiding principle of the NQF.</li> </ul>
High expectations and equity	<ul style="list-style-type: none"> <li>Principle renamed <i>Equity, inclusion and high expectations</i></li> </ul>	<ul style="list-style-type: none"> <li>The expansion of this Principle includes a focus on inclusion, recognising that all children and young people have the right to participate in quality and inclusive out of school hours settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being.</li> <li>There has been considerable growth in research and understanding relating to inclusive environments and practices for children and young people.</li> <li>Inclusion makes visible and celebrates the diversity of children and young people’s lives. The revision draws on new knowledge and evidence-based practice to strengthen inclusion in OSHC settings, whereby educators enact inclusion for all.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
	<ul style="list-style-type: none"> <li>• Sustainability - New principle</li> </ul>	<ul style="list-style-type: none"> <li>• Children and young people care about the natural environment and are keen to take care of it. It is important for educators to support children and young people's knowledge of and aspirations about sustainability.</li> <li>• This new Principle draws on contemporary research and recognises UNESCO's definition that describes three dimensions of sustainability – environmental, social and economic sustainability – and the connections between these dimensions.</li> <li>• It recognises children and young people's interest in supporting a fair and sustainable world and their role as potential leaders and active and informed citizens. The expanded approach aligns with the <a href="#">Australian Curriculum V9.0</a>.</li> </ul>
Ongoing learning and reflective practice	<ul style="list-style-type: none"> <li>• Principle renamed <i>Critical reflection and ongoing professional learning</i>.</li> <li>• Content updated to provide a clearer definition of reflection and critical reflection, and that critical reflection requires action and is a process undertaken with other colleagues, children and young people, and families.</li> <li>• Additional prompts have been added to support critical reflection in everyday practice.</li> <li>• Included educators as professionals who are committed to life-long learning and the role of professional learning to support critical reflection and practice change.</li> </ul>	<ul style="list-style-type: none"> <li>• The expansion of this Principle of ongoing professional learning and reflective practice strengthens critical reflection as part of everyday professional practice.</li> <li>• This principle focuses on critical reflection as a critical practice to drive continuous quality improvement in OSHC.</li> <li>• The commitment educators make to life-long learning to support critical reflection and improve practice and the role of professional learning is described.</li> </ul>
	<ul style="list-style-type: none"> <li>• Collaborative leadership and teamwork - New principle</li> </ul>	<ul style="list-style-type: none"> <li>• This Principle focusses on leadership and teamwork as a collective professional activity of all educators to improve the quality of programs, practices and outcomes for children and young people. The importance of effective leadership in OSHC is documented including the relationship between effective leadership and children and young people. This goes beyond formal leadership positions, to include leadership by children and young people and educators.</li> </ul>



Original MTOP	Key updates	Rationale for the updates
<b>Practices</b>		
<ul style="list-style-type: none"> <li>• Holistic approaches</li> <li>• Collaboration with children</li> <li>• Learning through play and leisure</li> <li>• Intentionality</li> <li>• Environments</li> <li>• Cultural competence</li> <li>• Continuity and transitions</li> <li>• Evaluation for wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Practices reduced from eight to seven and some renamed:               <ul style="list-style-type: none"> <li>» Holistic, integrated and interconnected approaches – RENAMED</li> <li>» Collaboration with children and young people</li> <li>» Play-based learning and intentionality – (Learning through play and intentional teaching) – COMBINED &amp; RENAMED</li> <li>» Learning Environments</li> <li>» Cultural responsiveness – RENAMED</li> <li>» Continuity and transitions</li> <li>» Assessment and evaluation for wellbeing, learning and development – RENAMED</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Addressed below</li> </ul>
Holistic approaches	<ul style="list-style-type: none"> <li>• Practice renamed: <i>Holistic, integrated and interconnected approaches</i></li> <li>• Clarified the meaning of holistic approaches to learning and teaching, including the connection between the Vision, Principles, Practices, and outcomes in both Frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Renaming the practice to <i>Holistic, integrated and interconnected approaches</i> reinforces holistic approaches to teaching and learning and the integrated nature of the EYLF, and the importance of educators drawing on all elements of the EYLF (Vision, Principles, Practices and Learning Outcomes) to inform their pedagogy and professional practice.</li> </ul>
Collaboration with children	<ul style="list-style-type: none"> <li>• Content under this Principle updated to:               <ul style="list-style-type: none"> <li>» 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</li> <li>» acknowledge educator collaboration with children and young people’s funds of knowledge as an important basis for curriculum decision-making.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Being attuned to children and young people allows educators in OSHC to be responsive to:               <ul style="list-style-type: none"> <li>» children and young people’s strengths, interests,</li> <li>» capabilities and curiosities.</li> <li>» acknowledge children and young people’s expertise,</li> <li>» respond to children and young people’s cultural traditions and ways of knowing spoken through the multiple languages or dialects of some children.</li> </ul> </li> <li>• Knowing about the knowledge and experiences children and young people bring with them into the setting (their funds of knowledge) using this knowledge in making the curriculum and programs relevant and optimising children and young people’s wellbeing, learning and development.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
Learning through play	<ul style="list-style-type: none"> <li>Practice renamed <i>Play, leisure and intentionality</i>.</li> <li>The Practices of <i>Learning through play</i> and <i>Intentionality</i> have been combined to strengthen the connection between play, leisure and intentionality, promoting reflection on educator and child or young person's intentionality.</li> <li>Examples of educators acting with intentionality in play and leisure expanded including the integration of popular culture, media and digital technologies adding to children and young people's multimodal play.</li> <li>The idea of multimodal play and the integration of popular culture, media and digital technologies has been described.</li> </ul>	<ul style="list-style-type: none"> <li>Renaming the practice from <i>Learning through play</i> to <i>Play, leisure and intentionality</i> and combining the practices of <i>Learning through play and leisure</i> and <i>Intentionality</i> reflects contemporary understandings of both child and educator intentionality and their roles in play and leisure. Intentionality is described for both adult and child or young person.</li> <li>The updated practice clarifies the expectation that educators are intentional in all aspects of their professional practice. The description of play and leisure as pedagogical approaches and practices has been added in ways to create a shared understanding amongst educators.</li> </ul>
Intentionality	<ul style="list-style-type: none"> <li>Practice renamed <i>Play, leisure and intentionality</i></li> <li>The Practices of <i>Learning through play and leisure</i>, and <i>Intentionality</i> have been combined to strengthen the connection intentionality of opportunities for play and active and passive leisure.</li> <li>Intentionality has been described in play and leisure.</li> </ul>	<ul style="list-style-type: none"> <li>The updated practice draws on contemporary research to outline the intentional role of the educator with strategies they may use to engage, support and expand children's participation in play and passive and active leisure experiences.</li> </ul>
Environments	<ul style="list-style-type: none"> <li>Practice expanded to provide a clearer definition of indoor and outdoor environments.</li> <li>Descriptions of environments including physical, temporal, social and intellectual elements.</li> <li>Environments are responsive to the strengths, culture, language, interests and capabilities of each child or young person and reflect aspects of the local community.</li> <li>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. Opportunities for children and young people to learn on Country recognised.</li> </ul>	<ul style="list-style-type: none"> <li>The elements of environments have been included as educators are aware and use the physical, temporal (how time is used), social and intellectual elements in collaborating with children to prepare the spaces for play and leisure.</li> <li>Again, the theme of culturally safe environments is illustrated where environments are responsive to the strengths, culture, language, interests and capabilities of each child or young person and reflect aspects of the local community. Added to this are the contributions that Aboriginal and Torres Strait Islander families can assist in building an intercultural space where both western and traditional Aboriginal and Torres Strait Islander knowledges are shared.</li> <li>Opportunities for children and young people to learn on Country recognised.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
Cultural competence	<ul style="list-style-type: none"> <li>• Practice renamed <i>Cultural responsiveness</i></li> <li>• Content updated to include:               <ul style="list-style-type: none"> <li>» a description of cultural responsiveness and what it encompasses</li> <li>» examples of culturally responsive educators</li> <li>» educators working with children, young people, families and members of the community to build culturally safe and secure environments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Renaming the practice to <i>Cultural responsiveness</i> reflects a deeper understanding of all cultures and diversity and a commitment to embedding Aboriginal and Torres Strait Islander perspectives in all areas of professional practice.</li> <li>• Research and thinking in this area asks educators to move beyond cultural competence to cultural responsiveness. Cultural responsiveness is characterised by respect for cultures that are not your own, ongoing self-reflection, continued learning and a commitment to improving professional practice in this area.</li> </ul>
Continuity and transitions	<ul style="list-style-type: none"> <li>• Principle expanded to provide clearer definition of children’s and young people’s individual, family and community ways of being, belonging and becoming, often called funds of knowledge.</li> <li>• The idea of transitions as occurring everyday as well as larger transitions into school or OSHC settings are described.</li> <li>• Knowing and building on children’s and young people’s funds of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children’s and young people’s identities are seen as changing as they move from one setting to another. Educators from early childhood settings and schools commit to sharing information about each child’s or young person’s knowledge and skills so learning can build on foundations of earlier learning. Transitions are described as occurring everyday between routines or settings as well as bigger transitions to early childhood settings or school.</li> <li>• Discussion of continuity strengthened to promote greater continuity to assist positive transitions between home and the OSHC setting and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Using transitions and continuity to include understandings of how educators may use children, young people and their family’s fund of knowledge to strengthen this practice. It also describes children’s and young people’s changing identities entering a new setting and the building of new ways of knowing, being and doing in a new setting while establishing a sense of belonging.</li> <li>• This practice also includes the understanding of how the professionals work together in the best interests of children and young people by sharing knowledge so that transitions are strengthened.</li> <li>• Greater continuity across settings assists positive transitions.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
Evaluation for wellbeing and learning	<ul style="list-style-type: none"> <li>• Practices renamed <i>Assessment and evaluation for wellbeing, learning and development</i></li> <li>• The terms assessment and evaluation have been clearly defined, so the difference between the two is more apparent.</li> <li>• Assessment strategies are informed, inclusive, culturally and linguistically relevant, responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child and acknowledge each child’s and young person’s abilities, strengths and competencies. Furthermore, the importance of including children’s and young people’s voices and contributions to assessment has been added.</li> <li>• The section on <i>Evaluation</i> has been revised to emphasize the role of educators’ critical reflections and feedback from children and young people and families to improve aspects of practice and include question prompts to support educators to engage in assessment and evaluations of wellbeing, learning, and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects contemporary understandings of authentic and meaningful assessment approaches including children’s role in assessing their own learning.</li> <li>• Description of assessment strategies reflects contemporary understandings that they are inclusive, culturally and linguistically relevant, responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child or young person and acknowledge their abilities, strengths and competencies. In addition, it is important to use assessment strategies that promote the child or young person’s voice and contribution.</li> <li>• The role of the educators in critical reflection and gathering feedback from children and young people and their families is important to improve practice. Prompts for critical reflection are included that assist in practice improvement.</li> </ul>
<b>My Time, Our Place Planning Cycle</b>		
	<ul style="list-style-type: none"> <li>• A new diagram the <i>My Time Our Place Planning Cycle</i> has been added after Practices.</li> <li>• The steps and sequences educators follow are described in a cyclic diagram under the following headings: <ul style="list-style-type: none"> <li>» Observe / Listen / Collect</li> <li>» Assess / Analyse / Interpret Learning</li> <li>» Plan / Design</li> <li>» Implement / Enact</li> <li>» Evaluate / Critically Reflect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The <i>My Time Our Place Planning Cycle</i> links to the Outcomes and describes the process educators follow and how they make decisions about curriculum planning, in the moment, throughout the day and over time.</li> <li>• Steps have been described both intext and diagrammatically to assist educators in using the cycle.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Outcomes</b>		
<p><b>General</b></p> <ul style="list-style-type: none"> <li>• <i>Children have a strong sense of identity</i></li> <li>• <i>Children are connected with and contribute to their world</i></li> <li>• <i>Children have a strong sense of wellbeing</i></li> <li>• <i>Children are confident and involved learners</i></li> <li>• <i>Children are effective communicators</i></li> </ul>	<ul style="list-style-type: none"> <li>• Each outcome begins with <i>Children and young people</i></li> <li>• Content expanded to include the <i>Disability Discrimination Act</i> and the <i>Racial Discrimination Act</i> and the notion of making reasonable adjustments for all Outcomes to ensure learning engagement for all children</li> <li>• Inclusion of examples across the Outcomes to integrate new principles and practices in the work of educators and in children and young people’s wellbeing, learning, and development e.g. Aboriginal and Torres Strait Islanders cultures and ways of knowing are made more explicit in all of the outcomes to reflect family/community connections, connection to country, kinship systems, telling of stories (oral history), spirituality, and connecting with the extended family.</li> <li>• Provided more guidance and examples of what play, leisure and learning could look like and how educators could promote wellbeing and learning to better reflect difference and diversity including: <ul style="list-style-type: none"> <li>» age groupings of children and young people (early years of school and middle school)</li> <li>» children and young people’s different abilities</li> <li>» social (learning with others) as well as individual learning</li> <li>» diverse cultures and families</li> </ul> </li> <li>• Descriptive examples added to all the outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Detail and delineation of examples to reflect children and young people’s diverse capabilities and educators’ promotion of wellbeing, learning and development. New or refined examples, of the new and updated principles and practice have been added. Opportunity has also been taken to clarify and strengthening existing examples of children and young people’s wellbeing and learning and educators’ practices.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Learning outcome 1</b>		
<p><b>Children have a strong sense of identity</b></p> <ul style="list-style-type: none"> <li>• <i>Children feel safe, secure and supported</i></li> <li>• <i>Children develop their emerging autonomy, interdependence, resilience and sense of agency</i></li> <li>• <i>Children develop knowledgeable and confident identities</i></li> <li>• <i>Children learn to interact in relation to others with care, empathy and respect</i></li> </ul>	<ul style="list-style-type: none"> <li>• Key component 3 <i>Children develop knowledgeable and confident self-identities</i> renamed to <i>Children and young people develop knowledgeable, confident self- identities and a positive sense of self worth.</i></li> <li>• This outcome has been strengthened to describe the importance of identity in framing children and young people’s sense of personal self-worth, uniqueness and positive view of themselves.</li> <li>• Guidance expanded across all elements to reflect the contemporary perspective of personal (e.g., gender) and social (e.g., customs and rituals) identity and diverse cultural identities including Aboriginal and Torres Strait Islander identities.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding the guidance relating to Outcome 1 to reflect contemporary perspectives of personal (e.g., gender) and social (e.g., customs and rituals) identity and Aboriginal and Torres Strait Islander identities.</li> </ul>
<b>Learning Outcome 2</b>		
<p><b>Children are connected with and contribute to their world</b></p> <ul style="list-style-type: none"> <li>• <i>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</i></li> <li>• <i>Children respond to diversity with respect</i></li> <li>• <i>Children become aware of fairness</i></li> <li>• <i>Children become socially responsible and show respect for the environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Outcome strengthened to include notions of connections across communities where children and young people are assisted to explore different perspectives, traditions and practices to their own</li> <li>• Key Component 1 expanded to include the idea of children and young people as active and informed citizens and renamed <i>Children and young people develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.</i></li> <li>• Descriptions of digital contexts and the use of digital technologies and the internet for finding, sharing and communicating information as well as connecting with others added.</li> <li>• Concepts of sustainability are based on the broader definition of sustainability spanning environmental, social and economic sustainability. This includes exploration of the ties of Aboriginal and Torres Strait Islander cultures to the land and the ways in which the Traditional owners cared for and sustained the land and waterways.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and young people are participating in many communities beyond their local community, many by digital means.</li> <li>• Adopting a broader definition of sustainability, encompassing environmental, social and economic sustainability, recognises children and young people as competent problem solvers, able to engage with complex problems and to enact positive change. It also aligns with understandings of sustainability in the Australian Curriculum V9.0 supporting continuity of learning.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Learning Outcome 3</b>		
<p><b>Children have a strong sense of wellbeing</b></p> <ul style="list-style-type: none"> <li>• <i>Children become strong in their social and emotional wellbeing</i></li> <li>• <i>Children take increasing responsibility for their own health and physical wellbeing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Key components expanded from two to three.</li> <li>• Key component 1 expanded to include mental wellbeing.</li> <li>• Key component 2 <i>Children take increasing responsibility for their own health and physical wellbeing</i> split into two elements and is now: <ul style="list-style-type: none"> <li>» <i>Children and young people become strong in their physical learning and wellbeing</i></li> <li>» <i>Children and young people are aware of and develop strategies to support their own mental and physical health and personal safety</i></li> </ul> </li> <li>• Key component 3 expanded to include teaching and learning about personal safety.</li> </ul>	<ul style="list-style-type: none"> <li>• This update recognises the importance of a comprehensive approach to promote and support wellbeing, the understanding of the benefits of regular physical activity, teaching of wellbeing concepts and mental health promotion have been strengthened.</li> <li>• Children and young people’s wellbeing plays a critical part to their social and emotional development and therefore has been added.</li> <li>• Increasing awareness and strengthening children and young people’s responsibility for their own mental and physical health and personal safety are important features of children and young peoples continued positive wellbeing, learning, and development.</li> </ul>
<b>Learning Outcome 4</b>		
<p><b>Children are confident and involved learners</b></p> <ul style="list-style-type: none"> <li>• <i>Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</i></li> <li>• <i>Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</i></li> <li>• <i>Children transfer and adapt what they have learned from one context to another</i></li> <li>• <i>Children resource their own learning through connecting with people, place, technologies and natural and processes materials</i></li> </ul>	<ul style="list-style-type: none"> <li>• Outcome strengthened to contain descriptions of young people’s thinking, development of conceptual thinking (e.g., science and mathematics) and reinforces ideas of brain development, teaching children about how their brain works and using the language of learning to develop a growth mindset. Establishing the interrelatedness of thinking and learning.</li> <li>• Key Components 1 and 2 updated</li> <li>• Key Component 1 is now <i>Children and young people develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</i></li> <li>• Key Component 2 is now <i>Children and young people develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expanding this outcome to strengthen children and young people’s thinking allows the further exploration of metacognition and the language of learning. Giving children and young people explanations of how their brain works and assists in developing a growth mindset.</li> <li>• The understanding that thinking and learning are interrelated is established.</li> <li>• A growth mindset, and learning dispositions are an important part of having a sense of self-worth and becoming an engaged learner.</li> </ul>

Original MTOP	Key updates	Rationale for the updates
<b>Learning Outcome 5</b>		
<p><b>Children are effective communicators</b></p> <ul style="list-style-type: none"> <li>• <i>Children interact verbally and non-verbally with others for a range of purposes</i></li> <li>• <i>Children engage with a range of texts and gain meaning from these texts</i></li> <li>• <i>Children collaborate with others, express ideas and make meaning using a range of media and communication technologies</i></li> </ul>	<ul style="list-style-type: none"> <li>• Key Component 3 updated to <i>Children and young people collaborate with others, express ideas and make meaning using a range of digital technologies and media and communication technologies</i></li> <li>• Strengthened guidance to include: <ul style="list-style-type: none"> <li>» oral, aural and nonoral languages</li> <li>» communication through the Arts</li> <li>» content added to describe mathematical ideas to build numeracy and mathematical thinking</li> <li>» a focus on children and young people as creative, safe, and critical users of technology for play, leisure and learning.</li> </ul> </li> <li>• Content around active listening has been strengthened.</li> <li>• Content added for the safe use of digital technologies for learning and communication</li> <li>• Understanding of the many ways that children and young people can communicate has been included.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting safe ways of using technology and nurturing critical skills to operate in the digital environment is also of growing importance. To illustrate this the continued theme of digital technologies and media is highlighted by changing the last element.</li> <li>• Time to talk with peers is particularly important. So too, children and young people need opportunities for creative expression through different methods and materials that supports all areas of play, leisure and learning.</li> </ul>
<b>Glossary of Terms</b>		
	<ul style="list-style-type: none"> <li>• Definitions have been removed throughout the MTOP and added to the Glossary of Terms at the end.</li> <li>• The Glossary of Terms expanded to include: <ul style="list-style-type: none"> <li>» Active citizenship</li> <li>» Active listening</li> <li>» Additional needs</li> <li>» Argumentation</li> <li>» Assessment</li> <li>» Attuned to include Attunement</li> <li>» Children living with disability</li> <li>» Citizens</li> <li>» Citizenship</li> <li>» Collaboration</li> <li>» Connections</li> <li>» Cultural safety</li> <li>» Cultural Responsiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Glossary of Terms has been expanded to either include new terms used in the framework or to update the current glossary. It reflects the ongoing professional learning of the early childhood sector and its expanding interdisciplinary knowledge base.</li> </ul>



Original MTOP	Key updates	Rationale for the updates
	<ul style="list-style-type: none"> <li>» Curriculum</li> <li>» Development</li> <li>» Digital technology</li> <li>» Ecosystem</li> <li>» Engagement</li> <li>» Evaluation</li> <li>» Executive function</li> <li>» Funds of knowledge</li> <li>» Growth mindset</li> <li>» Holistic</li> <li>» Intentionality</li> <li>» Interactions</li> <li>» Intercultural</li> <li>» Involvement</li> <li>» Joint attention</li> <li>» Kinship systems</li> <li>» Learning dispositions</li> <li>» Leisure</li> <li>» Multimodal play</li> <li>» Neurodiversity</li> <li>» Neuroscience</li> <li>» Place-based pedagogy</li> <li>» Persistence</li> <li>» Play Types</li> <li>» Playwork</li> <li>» Program</li> <li>» Recapitulative play</li> <li>» Reconciliation</li> <li>» Recreation</li> <li>» Relational pedagogy</li> <li>» Routines</li> <li>» Rituals</li> <li>» Self-regulation</li> <li>» Shared sustained thinking</li> <li>» Sustainability</li> <li>» Technologies</li> <li>» Temporal environment</li> <li>» Theories</li> <li>» Transitions</li> <li>» Trauma</li> <li>» Trauma informed practice</li> </ul>	

Original MTOP	Key updates	Rationale for the updates
<b>Language and accessibility</b>		
	<ul style="list-style-type: none"> <li>Complex ideas broken down into two or more sentences, or shortened for coherency and clarity</li> </ul>	<ul style="list-style-type: none"> <li>The document was revised and interrogated for readability and understanding for a variety of qualifications. The expansion of the Glossary of Terms also supports and strengthens clarity and professional practice.</li> </ul>