

My Time, Our Place

Framework for School Age Care in Australia

Children learn through:

- relationships with families, friends and community members
- participation in social groups
- play where they test ideas, take on different roles, practise life skills, discover, create, improvise and imagine
- practices (discussions, questions, demonstrations) that promote new understandings and skills

Children learn best when:

- they feel like they belong
- they have a positive self identity
- they feel they can trust carers who look out for them
- they understand their place in the world
- learning activities include their culture, family practices and language spoken at home
- learning activities extend their interests and strengths
- their activities and life outside the service are linked to experiences and routines at the service
- their ideas and views are sought and considered
- they have opportunities to play and learn in groups
- activities reflect the diversity of people in the community
- educators and families share ideas and information about a child
- adults have high expectations about what a child can achieve
- adults understand that learning and development does not occur in a logical, set order which is the same for each child
- adults model the behaviour and actions they teach children
- they and others can see the learning (eg displayed curriculum and activities)
- educators evaluate learning and experiences from different viewpoints (eg how might the child/family feel in this situation)



MTOP Learning Outcomes

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

Learning is not about 'filling an empty vessel' but about 'sparking a flame'