



Educational Leader

Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

The six different parts of element 1.1.2 are:

1. *What does the child know?*
2. *What are the child's strengths?*
3. *What are the child's ideas for the program?*
4. *How can we use the child's culture for the program?*
5. *What are the child's abilities?*
6. *What is the child interested in?*

Educators often don't understand how the MTOP connects to the National Law and Regulations. Let's have a look at this in more detail so you can help your educators understand the connection.

National Law Section 168 Offence relating to required programs says the educational program must be:

- (a) based on an approved learning framework (eg MTOP) and
- (b) be delivered in a manner that accords with the approved learning framework (ie meet the MTOP principles, practices and learning outcomes) and
- (c) be based on the developmental needs, interests and experiences of each child (see how this is similar to NQS 1.1.2) and
- (d) designed to take into account the individual differences of each child (eg again reflects NQS 1.1.2).

Taking it further let's look at some examples of how the MTOP Learning Outcomes connect with Section 168 and NQS 1.1.2. Here are some examples using the indicators under the Outcomes:

Outcome 1.1 Children feel safe, secure, and supported

Week 4, 22-26 February 2021- 1.1.2 Child-centred

Copyright Centre Support Pty Ltd 2021 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it. Page | 8

- Educators acknowledge each child's uniqueness in positive ways

Outcome 1.3 Children develop knowledgeable and confident self identities

- Educators build on the knowledge, languages and understandings that children bring

Outcome 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

- Educators plan opportunities for children to participate in significant ways in group discussions and shared decision-making about rules and expectations and activities

Outcome 3.1 Children become strong in their social and emotional wellbeing

- Educators build upon and extend children's ideas

Outcome 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

- Educators listen carefully to children's ideas and discuss with them how these ideas might be developed

Outcome 5.1 Children interact verbally and non-verbally with others for a range of purposes

- Educators engage in sustained conversation with children about ideas and experiences

Now you can explain to your educators that by properly implementing MTOP they're also complying with the National Law and the NQS. Why is this important?

Firstly, the Approved Provider and Nominated Supervisor won't be fined \$4,000 if they're a person, or \$20 000 in any other case (eg Provider is a company) which is the Penalty for breaching Section 168.

Secondly, they'll be ensuring they're meeting the terms of any position description or employment contract which mentions understanding and implementing the Regulations, NQS learning framework etc.

Week 4, 22-26 February 2021- 1.1.2 Child-centred

Copyright Centre Support Pty Ltd 2021 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it. Page | 9

Education Curriculum and Learning Policy

Policy explains the service is implementing the My Time our Place Framework for School Age Children (MTOF) and what educators will do to meet MTOF learning outcomes and the Regulations. For example educators will:

- base each child's learning around their interests and knowledge
- regularly assess what each child knows, can do and understands
- regularly extend learning through planned and spontaneous experiences and intentional teaching
- partner with families to promote children's learning and regularly invite families to contribute
- value every child equally
- provide families with information about their child's learning and participation in the program whenever requested
- build connections between the service, schools and the local community
- promote play and implement activities that are meaningful to children and support their wellbeing, learning and development
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- provide opportunities for children to learn from each other
- evaluate the curriculum at least weekly
- regularly document learning so it's easy to understand
- display the Curriculum
- work with the Educational Leader to continually improve teaching practices.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

Week 4, 22-26 February 2021- 1.1.2 Child-centred