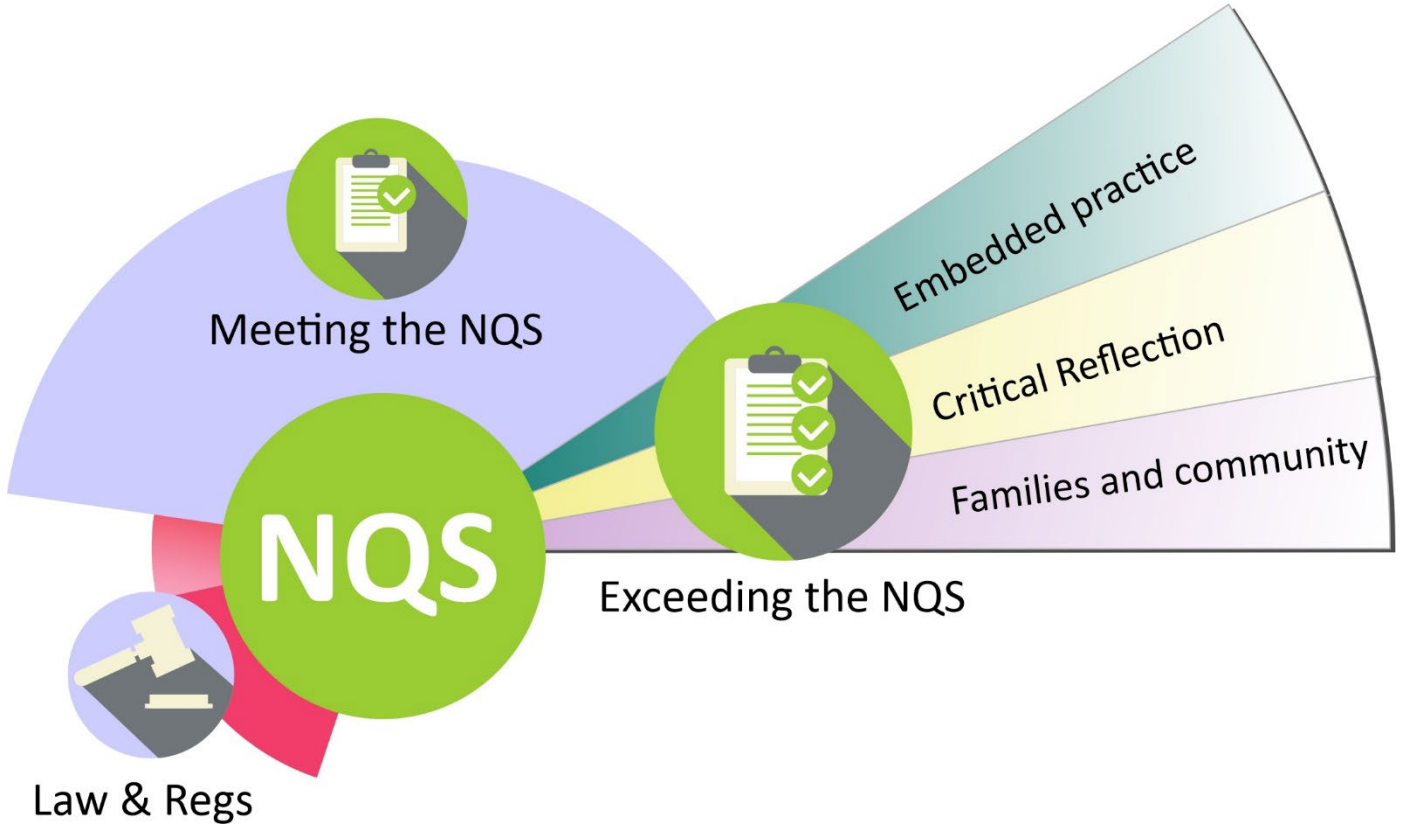


Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Section 2. Examples of what’s required for educators.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



We have a copy of the new 2023 V2 MTOP on display for families.



We have a copy of the new 2023 V2 MTOP digitally stored for our educators to use and refer to when programing and documenting children’s learning.

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We have a new MTOP, it was released in late January 2023 and there are many great changes that need to be explored, for example the indicators that describe what children could be doing when they are meeting the Learning Outcomes are clearer and easier to understand. This is on the left-hand side of the table below. The indicators of what educators can do to assist children to meet the Learning Outcomes have been improved too, they are found on the right-hand side.

Children and young people feel safe, secure and supported	
<p>This is evident when children and young people, for example:</p> <ul style="list-style-type: none"> establish and maintain respectful, trusting relationships with other children and young people and educators use effective routines to make predicted transitions sense and respond to a feeling of belonging openly express their feelings and ideas in their interactions with others respond to ideas and suggestions from others initiate interactions and conversations with trusted educators confidently explore and engage with social and physical environments through relationships and play initiate and join in play and leisure activities feel safe to participate in all activities regardless of gender share spaces and resources safely and equitably with other genders/groups have access to resources that support cultural diversity and family structures can share their stories about Aboriginal and Torres Strait Islander history and culture can use home languages can identify a number of trusted people they can talk to about what upsets them, makes them uncomfortable or sad. 	<p>Educators promote this learning for all children and young people when they, for example:</p> <ul style="list-style-type: none"> spend time interacting and conversing with children and young people, listening and responding sensitively as they express their ideas and needs support children and young people's attachment through consistent and warm nurturing relationships familiarise and involve themselves with the setting's Reconciliation Action Plan support children and young people in times of change and bridge the gap between the familiar and the unfamiliar recognise that feelings of distress, fear or discomfort may take some time to resolve acknowledge each child's uniqueness in positive ways refer to children and young people with the pronouns they would like to be identified by provide books and other resources that depict diverse gender roles and identities respectfully support diverse genders and cultures to share spaces and resources safely and equitably support the development of children and young people's friendships acknowledge the importance of opportunities for children and young people to relax through play and leisure trust and support children and young people to be successful and capable establish mutual trust and respect between the families that attend the setting provide a culturally safe place where Aboriginal and Torres Strait Islander children and young people and children and young people from culturally diverse backgrounds can share their stories about history and culture

Table above is the Learning Outcome indicators from the MTOP V2 2023, page 31.

We need to write with these indicators in our learning documentation. It can be simple short statements or embedded into longer learning stories. I'll use the indicators from the above table as an example.

*To assist Riley start at our service, we worked with Nan to **design a ritual to support a smooth and effective transition**. We created a simple visual routine card for him with Nan that starts when he*

wakes at home. Riley loves showing Nan how he follows it.

*Riley looks at the card and says, "Nan, bag in locker first, then hat, and look Nan, I can put the sunscreen on myself". After applying the sunscreen Riley gives Nan a hug and kiss and runs off to play demonstrating this new **ritual is helping Riley make a smooth transition**.*

The **blue type** is from the right-hand side of the table and the **green type** from the left-hand side.

Before we get to this point there is a lot of background thinking and preparation to be done by educators and family members. The back story is that *Riley* was removed from his mother and father and now in care with Nan. He has been exposed to trauma and is new to the service. This background info is kept confidential in Riley's file.

This is where the MTOP is great as it can assist and guide our practices and tell us what to do, then it shows us when the child is meeting the learning outcome, in this case *Riley* has started to demonstrate he is feeling safe, secure, and supported.

Use words, sentences, and concepts from the MTOP for your observations, planning, reflections, and children's documentation. That is what a learning framework like the MTOP is for.

If you are ever stuck for ideas to teach, again go through the right-hand side of the table below the Learning Outcomes. Here are a few new ones:

- support all children to access science and technology experiences safely regardless of gender, age, culture, or ability
- become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability.



Video
Training

To learn more and watch an online video explaining this in detail please click here.
<https://vimeo.com/444528949/699db26cb0>

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1.1.1

Approved Learning Framework

Week 1 – 30.1.2023
Monday to Friday

Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you’re ‘meeting the NQS.’ If there’s something on the checklist that you’re not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don’t do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Showing how the curriculum using the MTOP (approved framework)	ED1	ED2	ED3	ED4	ED5
Would visitors see your children behaving in ways and engaged in activities that meet learning outcome indicators eg children expressing opinions and emotions, making choices, solving problems, collaborating with others, displaying curiosity and enthusiasm, using play to investigate, imagine, build and identity, and learning and practicing new skills?					
Would visitors see you implementing activities that encourage each child to investigate ideas (including more complex topics) and contribute their suggestions/hypotheses/knowledge etc eg activities that involve or extend learning about literacy, numeracy, science, symbols, creative arts, environment?					
Would visitors see you extending children’s communication eg implementing activities that build language (including languages used at home), providing access to a range of media (including print displays and books) and encouraging children to engage in meaningful conversations/interactions with their friends or teachers?					
If working with young children, would visitors see you responding to their cues and signals and interacting with them one-on-one during routines/activities?					
If working with older children, would visitors see you including children’s diverse lifestyles, views and knowledge, and encouraging them to help plan and lead the program?					
Can you confidently explain how the service philosophy guides your programming decisions?					
Can you confidently explain how your programming meets the interests and needs of children who do not regularly attend?					

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1.1.1

Approved Learning Framework

Week 1 – 30.1.2023
Monday to Friday

Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.



MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- What is identity and how do you help children build a strong identity?
- How might you help children connect with their community in a socially responsible way?
Below critical reflection is using this point.
- What do we mean when we talk about wellbeing and how do educators promote this?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>We finally went out on an excursion to see the duck pond today and there’s heaps of tadpoles in there and ducks! I can’t wait to go out there again.</p>	<p>The EL discussed how to use the learning outcomes to document children’s learning, and how easy it could be with activities involving the duck pond. Just need to look at some outcome indicators eg:</p> <ul style="list-style-type: none"> • 1.3 Children develop knowledgeable and confident self-identities (we’re learning the words for ducks and tadpoles in our children’s home languages) • 2.1 Children develop a sense of belonging to groups and communities (contributing to group play and projects) • 2.4 Children become socially responsible and show respect for the environment. • 4.1 Children develop dispositions for learning (flexible and open ended environments)
<p>an educator</p>	<p>I’m not sure how to document learning involving the duck pond! There’s no set goals and it’s just somewhere children love to go to when we are on the excursions.</p>	<p>We’re going to practise this more, so it gets easier and easier.</p>
<p>your families</p>	<p>Many of our families are talking about the duck pond – because their children are so excited, and we’ve been sharing excursion photos with them now for several months – especially as the tadpoles will hopefully reduce our mosquito population.</p>	<p>Reflect upon how outside experiences assist learning.</p>
<p>theorist and current research</p>	<p>John Dewey (1859–1952) included place-based knowledge as an essential part of his Progressive curriculum. According to Dewey: From the standpoint of the child, the great waste in the school comes from his inability to utilize the experiences he gets outside the school in any complete and free way within the school itself; while on the other hand, he is unable to apply in daily life what he is learning in school.</p>	

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1.1.1

Approved Learning Framework

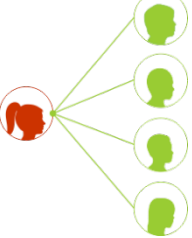
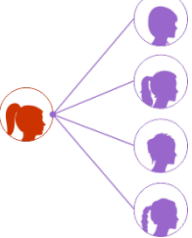
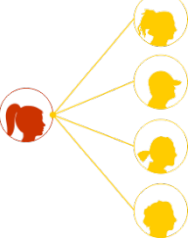
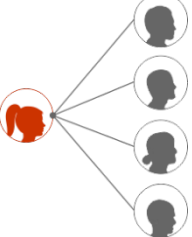
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- How might you help children connect with their community in a socially responsible way? Below critical reflection is using this point.
- What do we mean when we talk about wellbeing and how do educators promote this?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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Families

Community
Links

The MTOP is based on the relationships children have with their families, with educators and with community members. In fact, the 2023 V2 MTOP uses the

words family and families 137 times and the words community and communities 144 times.

Educators regularly connect with children's families or community in ways that build strong connections. We

- organise **regular excursions**.
- welcome visitors from **community organisations**.
- participate in **local community events**, for example, parades and displays.
- instigate activities that involve a **family member sharing an interest, their job, or their culture** support community events, for example, **fund raising for local community organisations** that have a **link to your families and community**.

Evidence can be found embedded in the learning documentation that shows our regular excursions into the community, community visitors, events we participate in, and ways we involve our families to share knowledge, skills and their culture.

Regular excursions



To help grow the children's understanding about the world we live in and to build connections within our local community we have been taking the children on excursions.

Nikki and Zack often take their children out into the community. For example, they regularly visit the local park where they've observed community groups engaged in tai-chi exercises, outdoor fitness classes, and environmental clean-ups. This sparked children's ideas and enthusiasm to implement their own clean-up activities – like our recent visit to the local sports field where children decided they wanted to collect the litter lying around. Educators suggested children might need to wear gloves and that we could organise a clean-up on our next visit. Educators and children then worked together to complete a risk assessment and work out the steps they should take to implement the clean-up.

Excursion to discover different moss.



To help grow the children's understanding about the world we live in and to build connections within our local community we have been taking the children on excursions.

Miss Anu & Miss Sophie took Morgan, Halle, Willow, and Arthur on an excursion to our bush reserve. Miss Sophie pointed at some plants and flowers to the children. Morgan and Halle used their hands to touch and feel the plants and moss. The children carefully lifted some of the moss up and took it back to the service to see if they could grow it in their environment.

Work with your Educational Leader and Nominated Supervisor to implement regular excursions to ensure your practice is exceeding for theme 3 - families and community.

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Excursion Policy

The Nominated Supervisor or educators will:

- complete a risk assessment before an excursion covering criteria which includes proposed activities, duration, route and destination (including any water hazards), educator to child ratios and need for additional volunteer assistance (eg parents), mode of transport, child restraint/seat belt requirements and process for ensuring children get on/off transport safely, and children’s health/medical needs
 - risk assessments are only required for ‘regular outings’ if one hasn’t been written within the last 12 months of the excursion date. Regular outings are walks, drives or trips to places that children visit regularly and which have substantially the same risks each time
- ensure parents authorise their child going on the excursion *before* the excursion (unless it’s a ‘regular outing’ and parents have authorised within the last 12 months). The authorisation must include criteria including the excursion date, or if ‘regular outing’ a description of when the child will be taken on the outings, destination, proposed activities and duration, type of transport (if any), child restraint/seat belt requirements, expected number of children, educator to child ratios, and number of extra adults attending, items child should bring and advice risk assessment is available at service
- update risk assessments for regular outings and obtain new authorisations when circumstances change
- always implement the Excursion Procedure to eliminate/minimise risks. In addition to above this includes completing checklist before excursion, process for checking rolls and doing headcounts when leaving service and destination, and process if child is ill/injured during excursion.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

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Add to your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice. If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent activity you implemented where children used various media to research and express their ideas.</i>	Embedded Practice <i>Give an example of how you and your team make decisions about the curriculum throughout the day or week to maximise children's learning and development (eg see QIP/SAT Strength example).</i>
<i>Give an example showing how you or your team promoted a child's wellbeing.</i>	Critical Reflection <i>Give an example of the theories that influence the development and implementation of the curriculum.</i>
<i>Give an example of an activity you or your team implemented which connected a child with their family or community.</i>	Engagement with families and community <i>Give an example of how you regularly connect with children's families or community in ways that let you build strong connections between children and their community.</i>

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