

MTOP 2.0

What's changed & what does this mean for us?

Welcome to today's session

Hi & thanks for accessing this session

My name is Kirsty Fantini & I am the owner of Early Years Training & Consultancy. I have been working in the industry for over 24 years as an educator, trainer & assessor & mentor

I look forward to our session today 😊





Acknowledgment

I would like to acknowledge the traditional custodians of the land we meet on today and pay my respects to Elders both past, present and future. I would also like to pay respects to all Aboriginal & Torres Strait Islander people present

Our Agenda

The key changes

Unpack each area- what does this mean for us?

Final Reflections

The key changes?

- * **stronger connection between the frameworks 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,
 - inclusion
- **addition of three new principles,**





Let's unpack each element

The New Principles

1. Secure, respectful and reciprocal relationships

2. Partnerships

3. Respect for diversity

4. Aboriginal and Torres Strait Is perspectives

NEW

5. Equity, inclusion and high expectations

Changed

6. Sustainability

NEW

7. Critical reflection and ongoing professional learning

Changed

8. Collaborative leadership and teamwork

NEW

What do some key changes look like?

- Strengthening Aboriginal and Torres Strait Islander knowledges, cultures, and perspectives throughout the MTOP is a priority, supported by the Terms of Reference and reflects the Alice Springs (Mparntwe-*pronounced M-barn Twa*) Education Declaration and aligns with the Australian Curriculum V9.0
- Focus on children becoming 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”
- Expansion on Principle 5 – whereby inclusion is made more visible and all children regardless of age, gender, family, culture, strengths should feel included & celebrated.
- New Sustainability Principle recognizes children’s interest in environmental awareness & capabilities to be pro-active and take on responsibilities to care for the environment, be aware of their community and history of the land
- Critical reflection has been updated providing educators with prompts as to how they can embed CR into everyday practice
- Leadership focuses on creating a collaborative, professional & healthy team environment, where children contribute to decision making

4. Aboriginal and Torres Strait Is perspectives **NEW**

5. Equity, inclusion and high expectations **Changed**

6. Sustainability **NEW**

7. Critical reflection and ongoing professional learning **Changed**

8. Collaborative leadership and teamwork **NEW**

The Practices

1. Holistic, integrated & interconnected approaches

2. Collaboration with children & young people

3. Play, Leisure, and intentionality

4. Environments

5. Cultural Responsiveness

6. Continuity & transitions

7. Assessment & evaluation for learning, wellbeing and development.

What do some key changes look like?

- Acknowledges educator collaboration with children and young people's funds of knowledge as an important basis for curriculum decision-making
- Environments now reflect temporal, social, physical & intellectual elements
- Environments need to be responsive to children's strengths, interest, capabilities & culture.
- Children's uniqueness & diversity is captured and celebrated
- Children's funds of knowledge- their connection with family, culture & community & ways of knowing & belonging are defined and used to create supportive transitions (both large and small)
- Transitions are developed to support each child's needs, whether it be cultural, developmental, social.

1. Holistic, integrated & interconnected approaches

2. Collaboration with children & young people

3. Play, Leisure, and intentionality

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What about the
Outcomes?



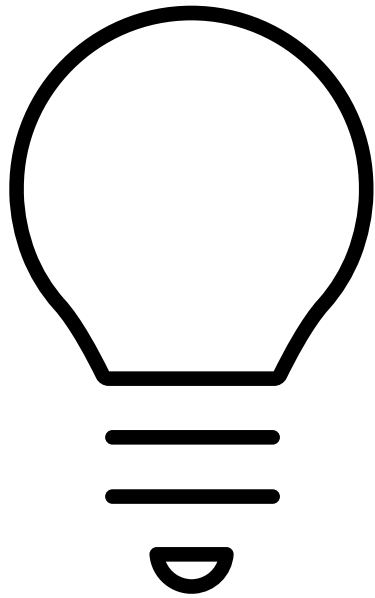
What has changed within the outcomes?

Changes are very similar to the EYLF v2 outcomes, however there is a focus on the following:

- Use of language “children & young people”
- More guidance & examples provided as to what play & leisure looks like
- Suggestions to be mindful of grouping, in regard to age, social skills, capabilities, so that grouping can support children’s learning & wellbeing
- Many examples across the outcomes as to how to embed inclusion, especially Aboriginal &/or Torres Strait islander ways of knowing
- Guidance around educator understanding about importance of the peer group & time communicating with friends

Examples:

- *Involve children in development of the RAP*
- *Display Aboriginal & Torres strait Islander flags*
- *Support children to become involve & contribute to their community such as food banks, community library, fundraisers, charity drives, community gardens.*
- *Create awareness of body safety & empowerment*
- *Talk about online safety*
- *Increased time outside, discussions about wellbeing, resilience.*

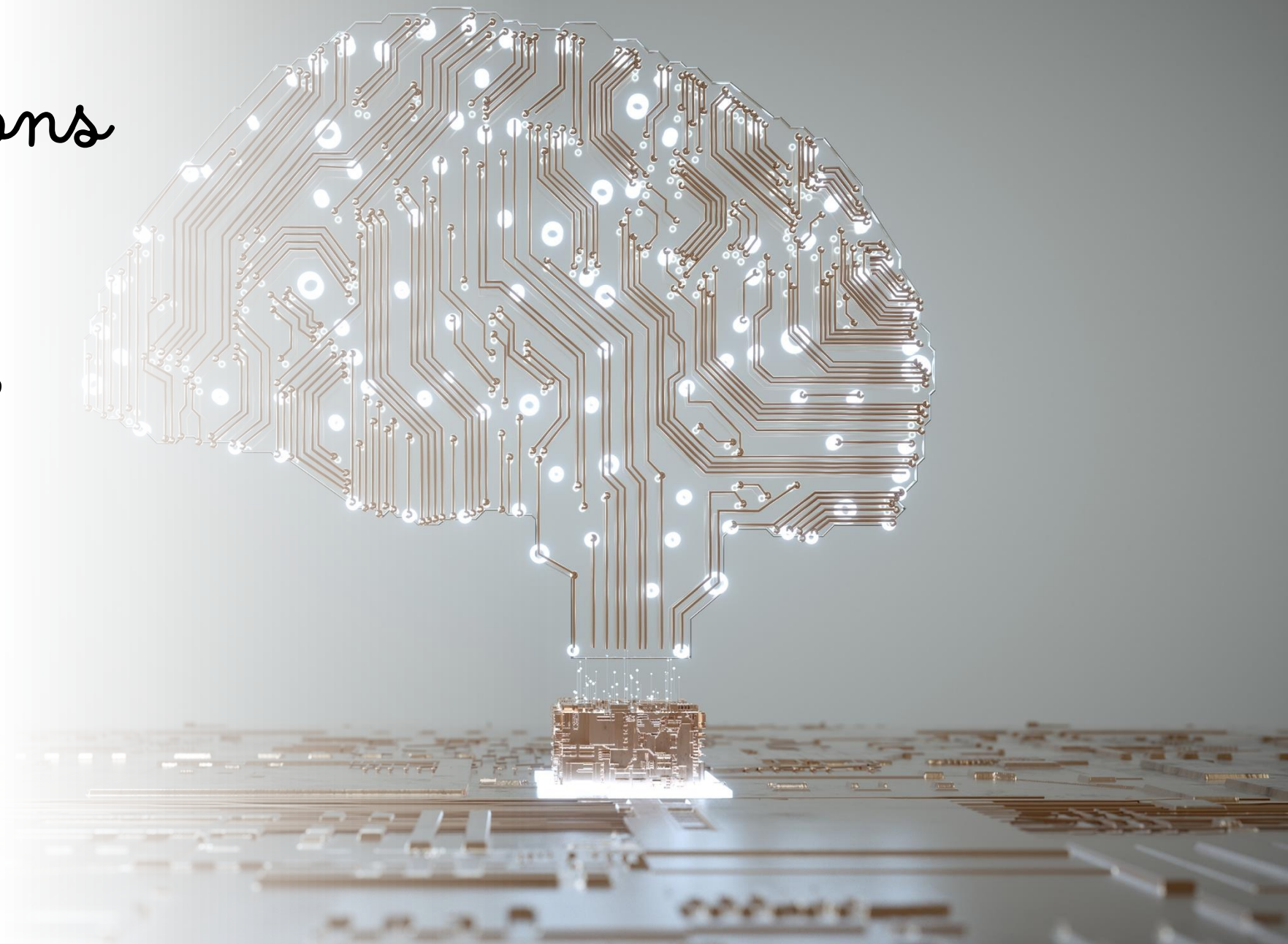


So, what does this mean for
us & children?

Increased opportunities for ...

Final Reflections

*What are your thoughts?
Questions / Comments?*



I hope you enjoyed today's session! It's now time to complete the survey

Love you to reach out

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