

Aligning the National Quality Standard with My Time, Our Place v2.0

The changes to the MTOP bring it more in line with the NQS which allows for a more cohesive approach across all aspects of the service to support high quality practices. The table below outlines which aspects of the new MTOP align with the elements of the NQS to support embedded practices throughout the service.

Please note - While it is possible that all aspects of MTOP could align with all elements, depending on the specific details of your context, cultural background of the stakeholders, and learning opportunities provided, the chosen aspects would be most directly aligned in general service operations. The learning outcomes identified are directly impacted by/related to the NQS element.

NQS	MTOP v2.0		
Element	Principles	Practices	Learning Outcomes
1.1.1 – Approved learning framework	All	All	All
1.1.2 – Child-centred	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness - Continuity and transitions 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing
1.1.3 – Program and learning opportunities	<ul style="list-style-type: none"> - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Play, leisure and intentionality - Continuity and transitions 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing
1.2.1 – Intentional teaching	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Play, leisure and intentionality - Environments 	All

Element	Principles	Practices	Learning Outcomes
1.2.2 – Responsive teaching and scaffolding	<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations - Sustainability 	<ul style="list-style-type: none"> - Cultural responsiveness - Continuity and transitions 	All
1.2.3 – Child directed learning	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing
1.3.1 – Assessment and planning cycle	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	All

Element	Principles	Practices	Learning Outcomes
1.3.2 – Critical reflection	<ul style="list-style-type: none"> - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Assessment and evaluation for wellbeing, learning and development 	All
1.3.3 – Information for families	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	All
2.1.1 – Wellbeing and comfort	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Collaboration with children and young people - Play, leisure and intentionality - Environments - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing
2.1.2 – Health practices and procedures	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Environments 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing
2.1.3 – Healthy lifestyle	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality 	<ul style="list-style-type: none"> - Outcome 3: Children and young people have a strong sense of wellbeing

Element	Principles	Practices	Learning Outcomes
	<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Environments - Cultural responsiveness - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	
2.2.1 – Supervision	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Collaboration with children and young people - Environments 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity
2.2.2 – Incident and emergency	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Play, leisure and intentionality - Environments 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world
2.2.3 – Child protection	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing

Element	Principles	Practices	Learning Outcomes
3.1.1 – Fit for purpose	<ul style="list-style-type: none"> - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Environments 	<ul style="list-style-type: none"> - Outcome 2: Children and young people are connected with and contribute to their world
3.1.2 – Upkeep	<ul style="list-style-type: none"> - Sustainability - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Environments 	<ul style="list-style-type: none"> - Outcome 2: Children and young people are connected with and contribute to their world
3.2.1 – Inclusive environment	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing
3.2.2 – Resources support play-based learning	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations - Sustainability 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness - Continuity and transitions - Assessment and evaluation for wellbeing, learning and development 	All

Element	Principles	Practices	Learning Outcomes
3.2.3 – Environmentally responsible	<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander perspectives - Sustainability - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 2: Children and young people are connected with and contribute to their world
4.1.1 – Organisation of educators	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Collaborative leadership and teamwork 		<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity
4.1.2 – Continuity of staff	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 		<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity
4.2.1 – Professional collaboration	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 		<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity

Element	Principles	Practices	Learning Outcomes
4.2.2 – Professional standards	All	All	All
5.1.1 – Positive educator to child interactions	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity
5.1.2 – Dignity and rights of the child	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity
5.2.1 – Collaborative learning	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 2: Children and young people are connected with and contribute to their world
5.2.2 – Self-regulation	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Environments 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 2: Children and young people are connected with and contribute to their world - Outcome 3: Children and young people have a strong sense of wellbeing

Element	Principles	Practices	Learning Outcomes
6.1.1 – Engagement with the service	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Collaborative leadership and teamwork 		<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing
6.1.2 – Parent views are respected	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	- Continuity and transitions	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing
6.1.3 – Families are supported	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Collaborative leadership and teamwork 		<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing
6.2.1 – Transitions	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Equity, inclusion and high expectations - Collaborative leadership and teamwork 	- Continuity and transitions	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing

Element	Principles	Practices	Learning Outcomes
6.2.2 – Access and participation	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Collaboration with children and young people - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 1: Children and young people have a strong sense of identity - Outcome 3: Children and young people have a strong sense of wellbeing
6.2.3 – Community engagement	<ul style="list-style-type: none"> - Secure, respectful and reciprocal relationships - Partnerships - Respect for diversity - Aboriginal and Torres Strait Islander perspectives - Equity, inclusion and high expectations - Sustainability - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 	<ul style="list-style-type: none"> - Holistic, integrated and interconnected approaches - Collaboration with children and young people - Play, leisure and intentionality - Environments - Cultural responsiveness 	<ul style="list-style-type: none"> - Outcome 2: Children and young people are connected with and contribute to their world
7.1.1 – Service philosophy and purpose	All	All	All
7.1.2 – Management systems	All	All	All
7.1.3 – Roles and responsibilities	All	All	All
7.2.1 – Continuous improvement	<ul style="list-style-type: none"> - Critical reflection and ongoing professional learning - Collaborative leadership and teamwork 		
7.2.2 – Educational leadership	All	All	All
7.2.3 – Development of professionals	<ul style="list-style-type: none"> - Critical reflection and ongoing professional learning 	All	