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Jodie Clarke
www.theempowerededucatoronline.com
# My Time Our Place Outcomes - MTOP

## Outcome 1
**Children have a strong sense of identity**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>Children feel safe, secure and supported.</td>
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<tr>
<td><strong>1.2</strong></td>
<td>Children develop their emerging autonomy, interdependence, resilience and sense of agency.</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td>Children develop knowledgeable and confident identities.</td>
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<tr>
<td><strong>1.4</strong></td>
<td>Children learn to interact in relation to others with care, empathy and respect.</td>
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## Outcome 2
**Children are connected with and contribute to their world**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>2.1</strong></td>
<td>Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation.</td>
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<tr>
<td><strong>2.2</strong></td>
<td>Children respond to diversity with respect.</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Children become aware of fairness.</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Children become socially responsible and show respect for the environment.</td>
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</tbody>
</table>
### Outcome 3

**Children have a strong sense of wellbeing**

| 3.1 | Children become strong in their social and emotional wellbeing. |
| 3.2 | Children take increasing responsibility for their own health and physical wellbeing. |

### Outcome 4

**Children are confident and involved learners**

| 4.1 | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. |
| 4.2 | Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. |
| 4.3 | Children transfer and adapt what they have learned from one context to another. |
| 4.4 | Children resource their own learning through connecting with people, place, technologies and natural and processed materials. |
### Outcome 5

**Children are effective communicators**

| 5.1 | Children interact verbally and non-verbally with others for a range of purposes. |
| 5.2 | Children engage with a range of texts and gain meaning from these texts. |
| 5.3 | Children collaborate with others, express ideas and make meaning using a range of media and communication technologies. |
LEARNING OUTCOME 1
Children have a strong sense of identity

Corresponds to EE Learning Areas
If using the Empowered Ed program templates the boxes with the headings below will correspond to Outcome 1.

- Inviting Imagination In
- Let’s get Moving
- Communication
- Identity & Independence

What might this mean for a child’s learning journey?

- A child might explore their identity through dramatic play.
- Demonstrates an awareness of the needs, rights and opinions of others.
- Openly expresses feelings, emotions and ideas while also listening to the suggestions of others.
- Will persevere, make decisions for self and take risks when facing challenges.
- Is able to reflect on actions and any consequences that arise from those actions or decisions.
- Becoming more aware of their cultural identity and share this with others.
- Is able to recognise and celebrate their individual achievements and those of others.
- Initiates and joins in play and leisure experiences.
- Shows a greater capacity for self-regulation, negotiating and sharing behaviours.
- Displays an awareness of and respect for others’ perspectives.
LEARNING OUTCOME 1
Children have a strong sense of identity

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Dramatic Play** – dress ups, role play props, writing and performing plays, real life tools and resources, cultural items, doll play, mirrors.
- **Outdoor Play** – obstacle courses, sand & mud play, gross motor, fine motor, gardening, messy play, natural materials, props & loose parts, cubby/fort building – own space.
- **Music, Movement & Language** – stories, songs and dance incorporating culture, community, emotions and self, sharing and chat times, small group experiences, role play, celebrations, visits with local elders, group games that rely heavily on communication and teamwork.
- **Cooking** – food preparation, cleaning up, working together as a group, creating food for special celebrations.
- **Self Help Experiences** - activities and opportunities to show independence, packing away, helping set up materials and activities, use established routines for transition times, toileting, washing hands, eating.
- **Block Construction & Manipulative Play** – group & independent play, communication & decision making opportunities, tools and props from cultural backgrounds, minute to win it team type games, Lego, bridge construction, craft stick engineering projects.
- **Creative** – opportunities for self expression, exploring self and family, hand printing, sensory play, craft activities exploring the body & identity. STEM activities.

Your Ideas…
LEARNING OUTCOME 2
Children are connected with & contribute to their world

Corresponds to EE Learning Areas

If using the Empowered Ed program templates the boxes with the headings below will correspond to **Outcome 2**

- Exploring our World
- Creative & Sensory

What might this mean for a child’s learning journey?

- Develops a more complex awareness and understanding of sustainability, science, living creatures, plants, nature and environment around them.
- Cares and listens to others, engages in negotiation and collaboration.
- An awareness of similarities, differences and stereotypes. Recognises fair and unfair behaviour.
- Negotiates roles and responsibilities with others. Expresses opinions and makes choices.
- Explores new ideas through investigation.
- Feels a sense of belonging and level of comfort in their environment.
- Reacts positively and is willing to explore diversity and differences.
- Increased understanding of the interdependence between land, people, plants and animals.
- Awareness of responsibilities and roles.
LEARNING OUTCOME 2
Children are connected with & contribute to their world

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Dramatic Play** – dress ups, role play props, real life tools and resources, group and social play.
- **Outdoor Play** – obstacle courses, sand & mud play, gross motor, gardening, messy play, natural materials, nature hunts & projects, using recycled materials, fort and cubby building, environmental awareness projects, watering plants, looking after animals.
- **Cooking** – food preparation, cleaning up, where food comes from, how it comes to table and is grown.
- **Craft and Sensory Activities** – Inclusion of natural materials, recycled materials, watering plants, nature tables, collage.
- **Language & Communication** – Music, movement, story and language activities incorporating community and cultural information, morning meetings, sharing & chat times, celebrations.
- **Construction and Block Play** – Loose parts play, problem solving & investigation, working together, constructing environments, turn taking, sharing, use of natural materials, designing and building sustainability projects, engineering activities, eco friendly architecture.

Your Ideas…
Corresponds to EE Learning Areas

If using the Empowered Ed program templates the boxes with the headings below will correspond to Outcome 3.

- Fine Motor Fun
- Inviting Imagination In
- Let’s get Moving
- Identity & Independence

What might this mean for a child’s learning journey?

- Becoming aware of healthy lifestyles & eating.
- Takes more responsibility for their own health and wellbeing including a continuing development of personal hygiene and self care activities.
- Demonstrates spatial awareness and ability to move body around safely.
- Strengthens and challenges gross and fine motor skills to use real tools and perform more complex physical tasks with confidence.
- Creates & shares music and stories through movement, dance and dramatic play.
- Makes own choices and is confident with solitary activities as well as creating collaborative spaces to just ‘be’.
- Demonstrates trust and confidence and displays a sense of humour.
- Increasingly able to manage change, conflict and frustration.
- Makes choices, Accepts challenges and takes considered risks.
LEARNING OUTCOME 3
Children have a strong sense of wellbeing

What Activities & Experiences might help educators plan for this outcome and learning area?

• **Music, Dance, Drama, Leisure** – storytelling, plays, games, story props, access to different music and language genres, reading & quiet spaces, relaxation activities, mindfulness, tech time.
• **Intentional** – Explore Emotions, hygiene, about me, body parts and functions, conversations and activities re healthy food, body awareness activities, creating menus, serving afternoon tea, cooking healthy meals, group recipe book for families.
• **Dramatic & Role Play** – Use real tools, healthy food props, market stalls, dentist, doctor, shop, mirrors.
• **Manipulative Play** – Use a range of materials to challenge fine motor skills, props to extend current interests, puzzles, playdough, blocks, threading, scissors, magnets, sorting activities, real tools, balls, drawing with different tools, craft activities.
• **Outdoor Play** – obstacle courses, swings, walks, yoga, tools, fort and den building, loose parts, looking after animals, slides, climbing, risky play opportunities, ball games, team sports, nature scavenger hunts, challenge and support to persevere.

Your Ideas…
LEARNING OUTCOME 4
Children are confident & involved learners

Corresponds to EE Learning Areas
If using the Empowered Ed program templates the boxes with the headings below will correspond to Outcome 4.

- Exploring our World
- Creative & Sensory
- Fine Motor Fun
- Inviting Imagination In
- Let’s get Moving
- Communication
- Identity & Independence

What might this mean for a child’s learning journey?

- Use of play based opportunities to investigate, imagine & explore.
- Uses the senses to explore life around them.
- Uses thinking strategies, reflection and investigation to figure out why things happen and solve problems.
- Manipulates resources to take apart, assemble, invent and construct.
- Shows persistence & perseverance and tries to solve problems.
- Shows leadership, able to give and follow directions, make choices and predictions.
- Ability to transfer knowledge gained from one situation to another.
- Connects with people, places, technologies, natural and processed materials to extend own learning.
- Develops confidence and uses information from others to revise and build upon ideas.
LEARNING OUTCOME 4
Children are confident & involved learners

What Activities & Experiences might help educators plan for this outcome and learning area?

- **Math & Science Play** - Activities incorporating counting, sorting, patterns, sequences, matching, shapes, blocks, cause and effect, volume, measurement, problem solving, spatial awareness, construct and take apart, math apps, magnets, weighing, experiments, memory, STEM fun experiments, setup environment to allow for self selection, investigation and open ended experimentation.

- **Sensory Play** – Science table, access to science experiments, natural and processed materials, cooking, water, sand & mud play, gardening projects, exploring living & non living things, nature walks, use of different paint mediums and experiences.

- **Manipulative Play** – Puzzles, fine motor experiences, construct and take apart, use real tools, loose parts, drawing, playdough, tinkering tables, card games, board games.

- **Language & Drama** – Using different technology and exploring how everyday items work, sounds, media, powerpoint projects, researching using the internet, ongoing projects that need time for investigation, problem solving and access to different media, role play with real props – shop/office/dentist/doctor/vet/hairdresser etc., real, dance, music, musical instruments, fixing with tools, books, make own puppets and put on shows, write and perform plays and songs, connect to community activities – incursions.

✔ Your Ideas…
LEARNING OUTCOME 5
Children are effective communicators

Corresponds to EE Learning Areas

If using the Empowered Ed program templates the boxes with the headings below will correspond to Outcome 5.

- Creative & Sensory
- Fine Motor Fun
- Inviting Imagination In
- Let’s get Moving
- Communication, Identity & Independence

What might this mean for a child’s learning journey?

- Uses technology for fun, to access information and to explore their world.
- Sorts, categorises, compares and orders.
- Experiments with creative arts and different ways to express ideas.
- Able to construct messages with meaning and purpose.
- Uses creative arts, technology, language and media to express ideas, collaborate and make meaning.
- Directs own play with friends, contributes ideas, makes decisions and joins in discussions.
- Interacts and responds as an independent communicator using verbal and non verbal language.
- Listens and participates in stories, songs, language activities, multimedia.
- Responds to texts with relevant questions and comments.
- Is an independent communicator using English and home language.
- Uses different texts to find instructions and explore various forms of visual and print media.
LEARNING OUTCOME 5
Children are effective communicators.

What Activities & Experiences might help educators plan for this outcome and learning area?

• **Outside Play** – Real tools & resources, dramatic play opportunities, community experiences, excursions and community walks, water, sand, mud play, nature and environmental projects, photography projects
• **Communication & Dramatic Play** – stories, singing, quiet spaces, relaxation and movement to different music genres, dance routines, props, letters, multimedia access, symbols, books, internet research and videos. Role play, dress ups, loose parts to use, real life tools and materials, iPad and app use, opportunities to use different texts and follow instructions like reading recipe books or the rules for a board game they want to play, exploring song lyrics, make signs, posters and journals together, working collaboratively to discuss and form protocols around communication technology use.
• **Science & Math Play** – science & nature tables, projects, using real tools, loose parts play, using language to investigate, experiment and express ideas with STEM experiences.
• **Creative Play** – paint, craft, sculpture, sensory, messy, drawing, taking photos, putting together journals or books, illustrating comics, building, providing opportunities to express selves for a range of purposes like leading and following, opportunities to independently follow step by step directions for craft activities and creative experiences.

Your Ideas…
## Empowered Educator Program Learning Areas

How do they correspond to the MTOP outcomes?

<table>
<thead>
<tr>
<th>Empowered Educator Learning Area</th>
<th>MTOP Outcomes</th>
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- You can also visit my Blog where I write about topics that are sure you to interest you as an educator!

- You can take a look at my Pinterest boards for ideas and inspiration - Over 45,000 followers already do! You can also find me on Instagram.
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