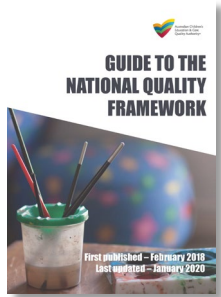
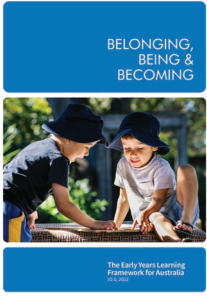
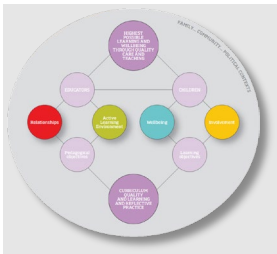


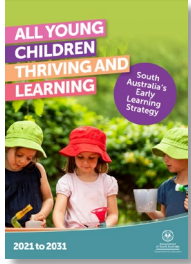

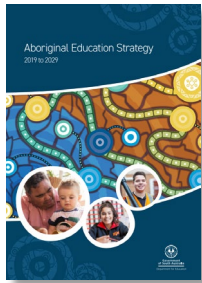


Appendix A: alignment with pedagogy frameworks and strategies

Framework	Objectives and priorities	ECEC facility design requirements
National Quality Framework		
	<p>The Australian Government’s National Quality Framework aims to improve education and care across services and includes:</p> <ul style="list-style-type: none"> ▪ National Law and National Regulations which outline the legal obligations of approved providers, nominated supervisors, and educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA. ▪ National Quality Standard which set a high national benchmark for early childhood education and care services in Australia and includes 7 quality areas that are important outcomes for children. ▪ Assessment and quality rating process against the NQS ▪ National learning framework Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) 	<p>The design of ECEC facilities built and natural environments in both indoor and outdoor spaces need to:</p> <ul style="list-style-type: none"> ▪ comply with the assessment and quality rating process ▪ provide accessible and age-appropriate opportunities for each child to learn, play and develop their skills ▪ protect children from harm and hazards, illnesses and injuries, and allow for adequate supervision at all times ▪ provide daily opportunities to be physically active and practice new skills, both indoors and outdoors ▪ allow for community engagement and involvement.
Early Years Learning Framework: Belonging, Being and Becoming		
	<p>The Australian Early Years Learning Framework includes 5 learning outcomes, 8 Principles for children’s learning and 7 learning Practices, with a specific emphasis on play-based learning, and recognises the importance of communication, language and social, and emotional development.</p> <p>Early childhood educators, guided by the framework, will reinforce the principles laid out in the United Nations Convention on the Rights of the Child that states all children have the right to an education that maximises their ability and respects their family, cultural and other identities and languages. It recognises children’s right to play and to be active participants in all matters affecting their lives.</p>	<p>ECEC facilities interior and exterior spaces are designed and organised in interconnected forms that foster cultural identity, interaction, autonomy, exploration, curiosity, language and communication.</p> <p>The environment must interact with and be able to be modified to form and shape the learning, research, projects and experiences of both children and adults.</p> <p>ECEC facilities help children build the foundations to become creative, entrepreneurial, resilient and capable learners.</p>
Reflect, Respect, Relate Framework		
	<p>The department’s Reflect, Respect, Relate Framework is built on 4 key premises outlined in the EYLF and includes wellbeing, involvement, relationships & active learning environments.</p> <ul style="list-style-type: none"> ▪ <i>wellbeing</i> is essential for <i>involvement</i> ▪ <i>involvement</i> is essential for deep level learning ▪ <i>wellbeing</i> comes from <i>relationships</i> ▪ <i>involvement</i> is increased through an <i>active learning environment</i> ▪ an <i>active learning environment</i> strengthens <i>relationships</i>. 	<p>ECEC facility design needs to include active learning environments that maximise children’s wellbeing and involvement, to enable and support the correlation between the principles.</p>

Strategy	Vision and priorities	ECEC facility design requirements
Strategy for Public Education		
	<p>The department's Strategy for Public Education in South Australia has a vision to ensure <i>'children and students are learning and thriving'</i>. With 4 areas of impact identified as priorities:</p> <ul style="list-style-type: none"> ▪ Wellbeing ▪ Effective Learners ▪ Equity and Excellence ▪ Learner Agency 	<p>ECEC facility design needs to create environments which provide opportunities for developing learner agency and the skills, attitudes and dispositions to be effective learners.</p> <p>The physical environment must support wellbeing, inclusion, excellence and equity, Aboriginal communities and cultural responsiveness.</p>
A new perspective on Early Childhood Development		
	<p>The State Government's response to the Royal Commission into Early Childhood Education and Care aims to <i>'purposefully build an innovative Early Childhood Education and Care (ECEC) system that puts children and families first'</i> and will be achieved by ensuring families are seen and known, are reached 'where they are', and have flexibility.</p>	<p>ECEC facility design needs to provide:</p> <ul style="list-style-type: none"> ▪ readily accessible quality universal support for child development ▪ responsive local programs and services supporting community priorities ▪ strong support for families as their children's first teachers ▪ reduced barriers and increased participation in ECEC services.
Early Learning Strategy 2021 to 2031		
	<p>The vision for the department's Early Learning Strategy is for <i>'all young children thriving and learning'</i>.</p>	
Country Education Strategy 2021 to 2028		
	<p>The vision of the department's Country Education Strategy is <i>'for all country schools and preschools to reach our world-class ambition'</i>.</p>	<p>ECEC facility design needs to provide quality learning environments across the state that are:</p> <ul style="list-style-type: none"> ▪ unique ▪ shaped by their communities ▪ built to respond to the needs of their people.

Aboriginal Education Strategy 2019 to 2029

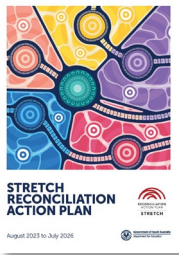


The vision of the department's [Aboriginal Education Strategy](#) is *'each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential'*.

Aboriginal Voice and perspectives must be embedded into the design of ECEC facilities to provide opportunities to:

- develop and explore awareness of their kinship networks and connections to Country
- develop identity and sense of belonging
- strengthen cultural identity through sharing Aboriginal language and culture
- promote belonging, wellbeing and reconciliation.

Stretch Reconciliation Action Plan 2023 to 2026

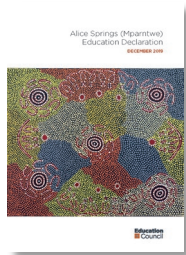


The vision of the department's [Stretch Reconciliation Action Plan](#) is *'for universal inclusion, equity and respect – where each of us has the opportunity, courage and responsibility to contribute to meaningful reconciliation efforts and change'*.

ECEC facility design features should be responsive to the needs around language, cultural, access and inclusion needs that support Aboriginal children, staff and families. The department will achieve this by ensuring:

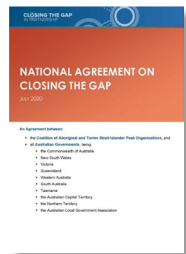
- health and developmental services are provided to Aboriginal children and families in accessible and culturally welcoming ways and locations.
- Aboriginal children access and participate in quality early childhood learning and care that incorporates meaningful engagement from families and communities.
- Aboriginal children and their families have in place the foundations for learning as they transition from home to early childhood services to school and between schools.
- Aboriginal families and communities are active participants in the governance of ECEC facilities.

The Alice Springs (Mparntwe) Education Declaration



The Australian Government's [Alice Springs \(Mparntwe\) Education Declaration](#) sets out a vision for *'a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face'*.

National Agreement on Closing the Gap



The Australian Government's National Agreement on [Closing the Gap](#) is underpinned by the belief that *'when Aboriginal and Torres Strait Islander people have a genuine say in the design and delivery of policies, programs and services that affect them, better life outcomes are achieved'*.

Stakeholder Engagement Framework 2021 to 2028

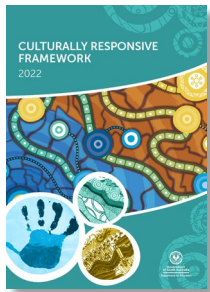


The vision of the department's [Stakeholder Engagement Framework](#) is to 'provide world-leading education that achieves growth for every child and student in every preschool and school'.

ECEC facility design should involve community through equitable, authentic, strengths-based, inclusive and respectful engagement to design and choose an approach that:

- works best for the needs of the site children, families and community
- is culturally inclusive
- is in line with the capacity and commitment of staff and community members
- shares responsibility for achieving joint goals
- builds stronger social networks
- enhances community wellbeing
- increases engagement which leads to better learning outcomes for children.

Culturally Responsive Framework



The vision of the department's [Culturally Responsive Framework](#) is for 'culturally responsive workplaces where all Aboriginal people work, learn, and thrive'.

The department is committed to providing strong partnerships across government and non-government sectors through the provision of services including:

- Child and Family Health Services (CaFHS)
- playgroups
- parenting programs
- community libraries
- early intervention supports
- non-government programs
- family support services
- other programs that support child, family and community participation.

ECEC facility design should provide the flexibility to allow these partnerships to occur in an environment that respects the culture, safety, wellbeing and dignity of the children, families and service providers and should enable learners from all social, cultural, community and family backgrounds, and of all identities and all abilities to access and fully participate in learning experiences.

Design should promote inclusion for all employees', families and children, and support the following diversity streams: LGBTIQ+, Disability, Functional needs, Gender, Aboriginal peoples, Cultural & Linguistically Diverse (CALD), Age.

Diversity, Equity and Inclusion Strategy 2023 – 2026



The State Government's [Diversity, Equity and Inclusion Strategy](#) priorities are to:

- reflect the diverse community that the South Australian public education system serves
- build diversity and inclusion knowledge and capability
- be accountable for diversity and inclusion.

Disability Access and Inclusion Plan 2020 to 2023



The department's [Disability Access and Inclusion Plan](#) outlines specific actions to be undertaken to support improved learning and wellbeing outcomes and inclusive, accessible communities.

ECEC facilities designed according to [Universal Design Principles](#) will provide inclusive learning environments and offer possibilities and opportunities for the range of diverse needs found within any local community. The principles promote positive attitudes towards children with disability and facilitate their attendance at their local site.

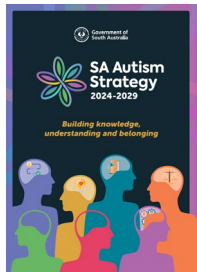
The department must meet its obligations under the [Disability Standards for Education 2005](#), and more broadly the [Disability Inclusion Act 2018](#) and [Disability Discrimination Act 1992](#), to ensure children with disability can access and participate in education and care on the same basis as other children.

State Disability Inclusion Plan



The vision of the State Government's [Disability Inclusion Plan](#) is for 'an accessible and inclusive South Australia based on fairness and respect'.

SA Autism Strategy 2024 to 2029



The vision of the State Government's [Autism Strategy for Inclusion](#) is for 'an inclusive and knowledgeable South Australia where every Autistic person can thrive'.

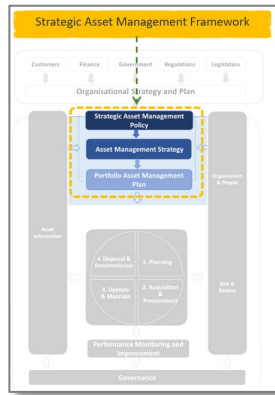
Australia's Disability Strategy 2021 to 2031



The Australian Government's [Disability Strategy](#) is designed to ensure people with disability can participate as equal members of society. The policy priority for Education and Learning includes:

- children with disability can access and participate in high-quality early childhood education and care.

Strategic Asset Management Framework (2022)



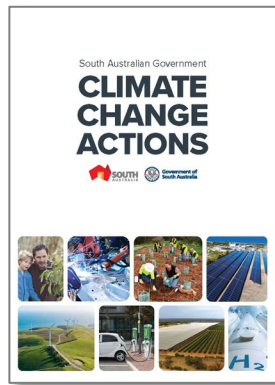
The department's *Strategic Asset Management Framework* consists of:

- [Asset Management Policy](#) which sets out the department's responsibilities in relation to assets
- *Asset Management Strategy* which specifies how the department's asset management practices support key strategic objectives and guides planning, investment decisions and service delivery
- *Asset Management Plan* which provides portfolio wide context and defines how assets are managed.

The design of ECEC facilities must align with the *Asset Management Strategy's* strategic objectives:

- sustainable portfolio
- quality future learning environments
- equitable outcomes
- well managed property
- maximised use

South Australian Government Climate Change Actions



The aims of the South Australian Government's [Climate Change Actions](#) is to '*build a strong, climate ready economy, further reduce greenhouse gas emissions, and support adaptation to a changing climate*'.

ECEC facilities must be well-designed sustainable learning environments.

They should promote wellbeing and learning by:

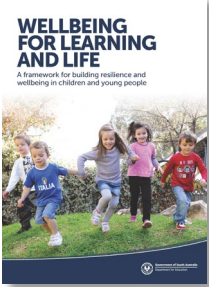

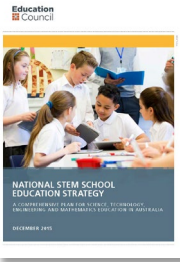
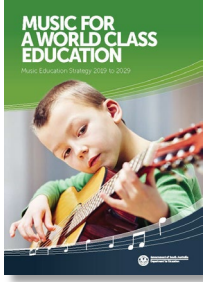
- enabling interconnection between built and natural environments
- prioritising natural light and views
- prioritising natural ventilation.

They will manage climate risk (climate change adaptation) by:

- integrating passive design with existing vegetation and site topography into planning and design stages
- selecting vegetation, materials, light roof colours, and minimising impermeable surfaces to reduce urban heat effects
- prioritising water sensitive urban design (WSUD) and use of alternative water supplies for irrigation to support healthy vegetation and reduce urban heat effects
- prioritising biodiversity sensitive urban design (BSUD) in planning and design of landscaping.

They must reduce emissions (climate change mitigation) by:

- being energy efficient through passive design, building envelope, selection of electrical plant and equipment, and provision for renewable energy
- excluding fossil fuels as a building energy source
- prioritising low-carbon materials in construction and fit-out, considering retrofit of existing built environments rather than replacement to reduce embodied carbon.

<p>Wellbeing for Learning and Life Framework</p>		
	<p>The department’s Wellbeing for Learning and Life Framework aims to ‘<i>promote the wellbeing and resilience of children and young people by inspiring, engaging and empowering</i>’ outlined in 3 key objectives:</p> <ul style="list-style-type: none"> ▪ inspiring through our people and services ▪ engaging through developmental opportunities ▪ empowering positive wellbeing and resilience. 	<p>Wellbeing influences the way children interact in their environments. A strong sense of wellbeing provides confidence and optimism which maximises learning potential.</p> <p>ECEC facility design needs to include environments that challenge children’s abilities while supporting self-regulation, provide culturally safe and inclusive learning environments, and support families’ diverse parenting approaches.</p>
<p>Digital Strategy 2023 to 2026</p>		
	<p>The department’s Digital Strategy focuses on 5 key areas:</p> <ul style="list-style-type: none"> ▪ strengthen our digital foundations ▪ build our capability ▪ maximise the benefits of digital technologies for teaching and learning ▪ streamline and modernise our operations ▪ mobilise ICT support where it is needed. 	<p>ECEC facility design must support equitable individual and collaborative access allowing children to explore their world and develop confidence in using digital technologies. This must be supported through the provision of flexible spaces that are adaptable to innovations.</p> <p>Additionally, accessible digital technology for educator use will enable streamlining of processes to meet documentation, research and reflection pedagogy requirements.</p>
<p>National STEM School Education Strategy 2016 to 2026</p>		
	<p>The aim of the Australian Government’s National STEM School Education Strategy is to ‘<i>ensure that all young Australians are equipped with the necessary STEM skills and knowledge that they will need to succeed</i>’.</p>	<p>ECEC facility design needs to provide opportunities through play for children to participate and explore, question and imagine, grow STEM skills ensuring their place as forward thinkers, innovators, entrepreneurs, and leaders.</p>
<p>Music Education Strategy 2019 to 2029</p>		
	<p>The aim of the department’s Music Education Strategy is to ensure ‘<i>throughout their education, all children and young people in South Australia have access to high-quality music education that is valued and inspires learning</i>’.</p>	<p>ECEC facilities need to provide adequacy designed spaces that allow children to participate in regular, consistent and developmental music experiences including music, movement, gesture, dance, song, drama, storytelling, visual arts, digital literacies, and media, as well as listening, talking, signing, viewing, reading and writing.</p>