

# Appendix A:

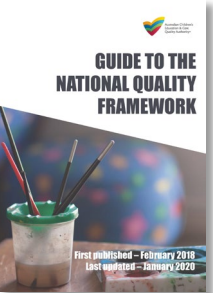


Alignment with pedagogy frameworks and strategies

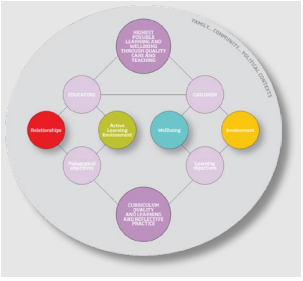
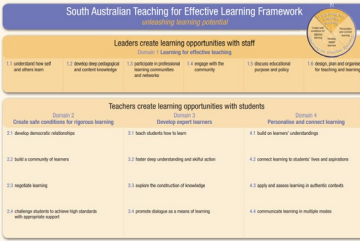
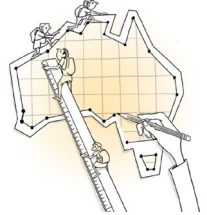
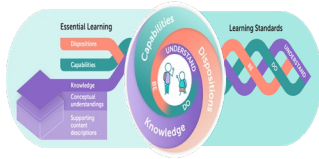




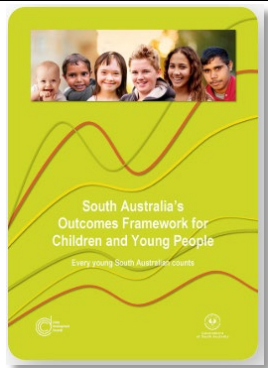

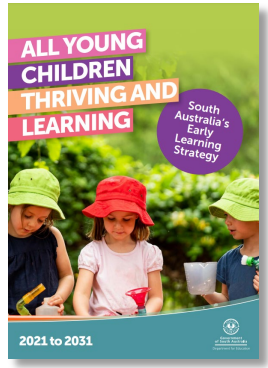
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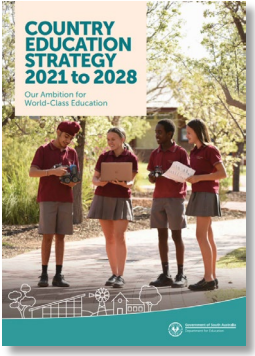
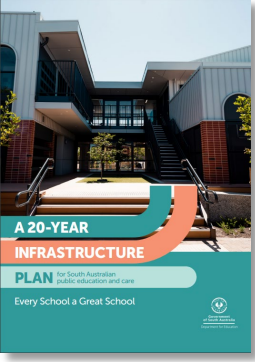
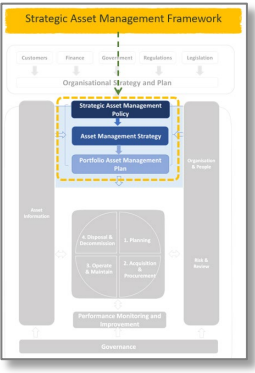

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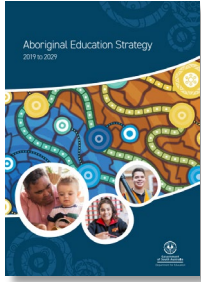

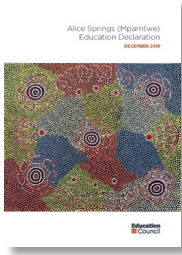




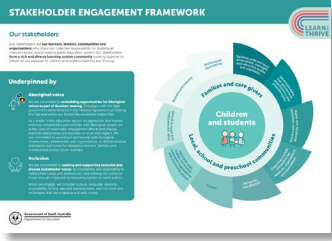
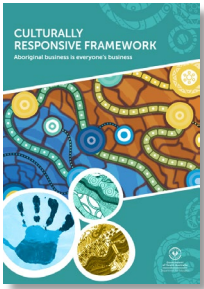



Pedagogy - Frameworks & Curricula	Objectives and priorities	Early Childhood Education and Care (ECEC) facility design requirements	Education facility design requirements
<b>National Quality Framework</b>			
	<p>The Australian Government’s <a href="#">National Quality Framework</a> aims to improve education and care across services and includes:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">National Law and National Regulations</a> 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.</li> <li>▪ <a href="#">National Quality Standard</a> 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.</li> <li>▪ <a href="#">Assessment and quality rating process</a> against the NQS</li> <li>▪ <a href="#">National learning framework</a> Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) &amp; My Time, Our Place: Framework for School Age Care.</li> </ul>	<p>The design of early childhood and school aged care facilities (OSHC) built and natural environments in both indoor and outdoor spaces need to:</p> <ul style="list-style-type: none"> <li>▪ comply with the assessment and quality rating process</li> <li>▪ provide accessible and age-appropriate opportunities for each child to learn, play and develop their skills</li> <li>▪ protect children from harm and hazards, illnesses and injuries, and allow for adequate supervision at all times</li> <li>▪ provide daily opportunities to be physically active and practice new skills, both indoors and outdoors</li> <li>▪ allow for community engagement and involvement.</li> </ul>	
<b>Early Years Learning Framework: Belonging, Being and Becoming</b>			
	<p>The Australian <a href="#">Early Years Learning Framework</a> 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 <a href="#">United Nations Convention on the Rights of the Child</a> 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>	
<b>School Age Care Framework: My Time, Our Place</b>			
	<p>The <a href="#">Framework for School Age Care in Australia</a>, for Out of School Hours Care, includes 5 learning outcomes, 8 Principles for student learning, and 7 practices, with a specific emphasis on learning through play and leisure that promotes creative and confident individuals and successful lifelong learners, and the safety, wellbeing and rights and responsibilities as active citizens of students.</p> <p>Educators guided by the Framework will follow the principles laid out in the <a href="#">United Nations Convention on the Rights of the Child</a> that states all students are guaranteed the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts. It also recognises their rights to be active participants in all matters affecting their lives and respects their family, cultural and other identities, and languages.</p>		<p>Out of School Hours Care (OSHC) environments:</p> <ul style="list-style-type: none"> <li>▪ are vibrant and flexible spaces that are responsive to the strengths, culture, languages, interests and capabilities of each child and reflect aspects of local community</li> <li>▪ have active and calm spaces to accommodate the daily schedule for active and passive play and leisure</li> <li>▪ are commonly located in a variety of venues, and many are in shared facilities</li> <li>▪ should be flexible enough to allow for the range of activities necessary for children and young people to participate in opportunities to achieve the learning outcomes.</li> </ul>



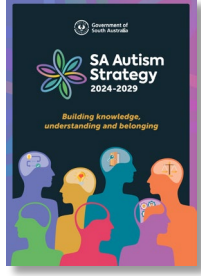
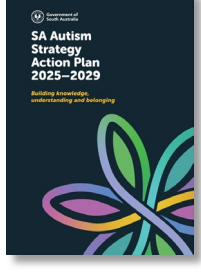

Pedagogy - Frameworks & Curricula	Objectives and priorities	Early Childhood Education and Care (ECEC) facility design requirements	Education facility design requirements
<b>Reflect, Respect, Relate Framework</b>			
	<p>The department’s <a href="#">Reflect, Respect, Relate Framework</a> is built on 4 key premises outlined in the EYLF and includes wellbeing, involvement, relationships &amp; active learning environments.</p> <ul style="list-style-type: none"> <li>wellbeing is essential for involvement</li> <li>involvement is essential for deep level learning</li> <li>wellbeing comes from relationships</li> <li>involvement is increased through an active learning environment</li> <li>an active learning environment strengthens relationships.</li> </ul>	<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>	
<b>Teaching for Effective Learning Framework</b>			
	<p>The department’s <a href="#">Teaching for Effective Learning Framework</a> is learner and learning centred. It provides explicit reference points for:</p> <ul style="list-style-type: none"> <li>engaging learners, through a focus on personalisation and connecting the curriculum to learners’ worlds</li> <li>developing lifelong capacities, learning how to learn and developing self-efficacy for future life and employment contexts</li> <li>providing a common vocabulary for department leaders and educators to engage in rigorous dialogue about their core work.</li> </ul>		<p>The design of education facilities, built and natural environments, in both indoor and outdoor spaces need to:</p> <ul style="list-style-type: none"> <li>create safe, healthy, supportive learning environments for all learners and educators (integrating wellbeing, community and cultural, and self and co-regulation spaces)</li> <li>create adaptable, collaborative, technology enabled functional spaces that provide high-quality teaching and learning</li> <li>create contemporary learning spaces that empower and enable students to have greater agency for their own learning acknowledging different learning styles require different modes of learning</li> <li>support the delivery of quality education across all curriculum areas through the provision of: <ul style="list-style-type: none"> <li>specialist disciplinary areas to investigate and deeply engage with specific areas of the curriculum</li> <li>spaces for authentic learning; hands-on activities for learners to experiment, use new technologies, test ideas, make and create innovative solutions to real and complex problems</li> <li>spaces for personalised, individual or small group inquiry based learning and critical and creative thinking</li> <li>communal space for collaboration of ideas and socialisation</li> <li>integrated indoor and outdoor learning areas.</li> </ul> </li> </ul>
<b>Australian Curriculum</b>			
	<p>The <a href="#">Australian Curriculum</a> is designed to help all young Australians to become successful students, confident and creative individuals, life-long learners, and active and informed citizens. It presents a developmental sequence of learning from reception - year 10 and includes 8 learning areas, 7 general capabilities, and 3 cross-curriculum priorities.</p>		
<b>SA Curriculum</b>			
	<p>The <a href="#">SA Curriculum</a> (currently in development) will identify the dispositions, capabilities and knowledge at the heart of each of the 8 learning areas of the Australian Curriculum. The SA Curriculum will include:</p> <ul style="list-style-type: none"> <li>a bigger focus on reading in English – inspiring learners to read more and use their literacy skills on a daily basis</li> <li>equipping learners with the important life skills they need for everyday life through a strong focus on financial literacy in mathematics</li> <li>decluttering the curriculum to give educators the time they need to teach topics in depth</li> <li>adding important qualities such as resilience and empathy into each subject area for the first time – qualities employers are increasingly demanding of graduates</li> <li>a stronger focus on the process of art creation in the arts curriculum to strengthen learner techniques and skills.</li> </ul>		
<b>South Australian Certificate of Education (SACE)</b>			
	<p>In Years 11 and 12, the <a href="#">South Australian Certificate of Education (SACE)</a> provides learners with the flexibility to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects aligned to the Australian Curriculum, <a href="#">Vocational Education and Training (VET)</a>, community learning, university, and TAFE studies.</p> <p>The SACE Board offers Modified Subjects at both Stage 1 and 2 for eligible students with identified significant disabilities.</p>		

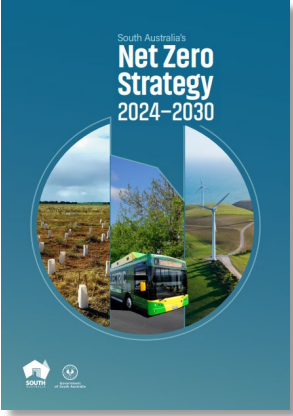
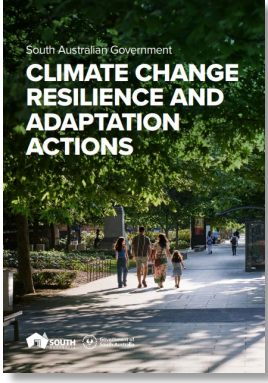
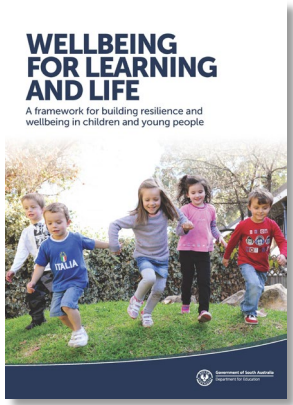

Education & Care - Frameworks & Strategies	Vision and priorities	Early Childhood Education and Care (ECEC) facility design requirements	Education facility design requirements
<b>Strategy for Public Education</b>			
	<p>The department's <a href="#">Strategy for Public Education in South Australia</a> 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"> <li>▪ Wellbeing</li> <li>▪ Effective Learners</li> <li>▪ Equity and Excellence</li> <li>▪ Learner Agency</li> </ul>	<p>Education and care facility design needs to:</p> <ul style="list-style-type: none"> <li>▪ acknowledge each learner is unique, with different needs, interests and talents to be nurtured,</li> <li>▪ create environments which provide opportunities for developing learner agency and the skills, attitudes and dispositions to be effective learners</li> <li>▪ provide physical environments that support wellbeing, inclusion, excellence and equity, Aboriginal communities and cultural responsiveness.</li> </ul>	
<b>South Australia's Outcomes Framework for Children and Young People</b>			
	<p><a href="#">South Australia's Outcomes Framework for Children and Young People</a> embeds at its core a commitment to work from a foundation of state, national and international children's rights including the <a href="#">United Nations Convention on the Rights of the Child</a> and other human rights instruments. The Framework's aim is young South Australian's are:</p> <ul style="list-style-type: none"> <li>▪ physically, mentally and emotionally healthy</li> <li>▪ safe and nurtured</li> <li>▪ happy, inspired and engaged</li> <li>▪ successful learners</li> <li>▪ active participants in society.</li> </ul>		
<b>A new perspective on Early Childhood Development</b>			
	<p>The State <a href="#">Government's response to the Royal Commission into Early Childhood Education and Care</a> 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"> <li>▪ readily accessible quality universal support for child development</li> <li>▪ responsive local programs and services supporting community priorities</li> <li>▪ strong support for families as their children's first teachers</li> <li>▪ reduced barriers and increased participation in ECEC services.</li> </ul>	
<b>Early Learning Strategy 2021 to 2031</b>			
	<p>The vision for the department's <a href="#">Early Learning Strategy</a> is for <i>'all young children thriving and learning'</i>.</p>		

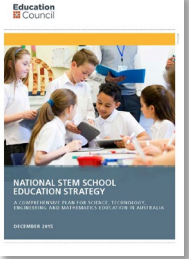
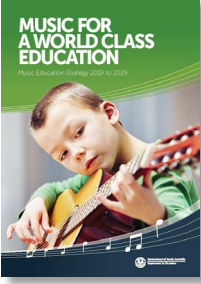
Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements		
<b>Country Education Strategy 2021 to 2028</b>					
	<p>The vision of the department's <a href="#">Country Education Strategy</a> is 'for all country schools and preschools to reach our world-class ambition'.</p>	<p>Education and care facility design needs to align with the strategic objectives:</p> <ul style="list-style-type: none"> <li>sustainable portfolio</li> <li>quality future learning environments</li> <li>equitable outcomes</li> <li>well managed property</li> <li>maximised use.</li> </ul> <p>provide world-leading facilities that are fit-for-purpose and:</p> <ul style="list-style-type: none"> <li>are equitable</li> <li>prioritise learning and wellbeing</li> <li>allow learners to be actively engaged</li> <li>provide strong connections</li> </ul> <p>provide quality learning environments across the state that are:</p> <ul style="list-style-type: none"> <li>unique</li> <li>shaped by their communities</li> <li>built to respond to the needs of their people.</li> </ul>			
<b>20 Year Infrastructure Plan for South Australian public education and care</b>					
	<p>The aim of the department's <a href="#">20 Year Infrastructure Plan</a> is to make every school and preschool great.</p>				
<b>Strategic Asset Management Framework (2022)</b>					
	<p>The department's <i>Strategic Asset Management Framework</i> consists of:</p> <ul style="list-style-type: none"> <li><a href="#">Asset Management Policy</a> which sets out the department's responsibilities in relation to assets</li> <li><i>Asset Management Strategy</i> which specifies how the department's asset management practices support key strategic objectives and guides planning, investment decisions and service delivery</li> </ul> <p><i>Asset Management Plan</i> which provides portfolio wide context and defines how assets are managed.</p>				
<b>Career Education and Pathways Strategy</b>					
	<p>The department's <a href="#">Career Education and Pathways Strategy</a> aims to successfully transition learners from school into a post-school pathway aligned to their passions and interests.</p>		<p>Education facility design needs to provide spaces allowing the delivery of quality vocational learning to cultivate skills including:</p> <ul style="list-style-type: none"> <li>strong communication</li> <li>critical thinking abilities</li> <li>adaptability</li> <li>collaboration</li> <li>digital literacy.</li> </ul> <p>This may be provided in Technical Colleges, specialist facilities offering dedicated industry pathways supporting regional needs. Further information will be provided in a future supplementary document to the design standards.</p>		

Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements
<b>Aboriginal Education Strategy 2019 to 2029</b>			
	<p>The vision of the department's <a href="#">Aboriginal Education Strategy</a> is 'each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential'.</p>	<p>Facility design features should be responsive to the needs around language, cultural, access and inclusion that support Aboriginal children, staff and families and promote relationships built on respect and understanding.</p> <p>It should provide opportunities to:</p> <ul style="list-style-type: none"> <li>▪ support the development of collaborative arrangements with health and community engagement programs</li> <li>▪ foster a positive learning environment for Aboriginal students</li> <li>▪ establish partnerships with Aboriginal families and community to develop an understanding of child development and learning</li> <li>▪ seek out and value Aboriginal voices</li> <li>▪ recognise the histories and cultures of Aboriginal people within South Australia.</li> </ul>	
<b>Stretch Reconciliation Action Plan 2023 to 2026</b>			
	<p>The vision of the department's <a href="#">Stretch Reconciliation Action Plan</a> 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'.</p>	<p>The department will achieve this by ensuring:</p> <ul style="list-style-type: none"> <li>▪ health and developmental services are provided to Aboriginal children and families in accessible and culturally welcoming ways and locations.</li> <li>▪ Aboriginal children access and participate in quality early childhood learning and care that incorporates meaningful engagement from families and communities.</li> <li>▪ 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.</li> <li>▪ Aboriginal families and communities are active participants in the governance of ECEC facilities.</li> </ul> <p>The department will achieve this by:</p> <ul style="list-style-type: none"> <li>▪ ensuring Aboriginal children and young people are culturally secure learners</li> <li>▪ acknowledging the importance of maintaining and developing first languages</li> <li>▪ supporting all learners to engage in reconciliation, respect and recognition of the world's oldest continuous living culture</li> <li>▪ ensuring Aboriginal learners see themselves, their identities and their cultures reflected in the curriculum and their learning environments.</li> </ul>	
<b>The Alice Springs (Mparntwe) Education Declaration</b>			
	<p>The Australian Government's <a href="#">Alice Springs (Mparntwe) Education Declaration</a> 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'.</p>		
<b>National Agreement on Closing the Gap</b>			
	<p>The Australian Government's National Agreement on <a href="#">Closing the Gap</a> 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'.</p>		
<b>Aboriginal Voice Framework</b>			
	<p>The <a href="#">Aboriginal Voice Framework</a> aims to ensure Aboriginal aspirations and perspectives are embedded in all department policies and projects to optimise Aboriginal educational and life outcomes.</p>		

Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements
<b>Stakeholder Engagement Framework 2021 to 2028</b>			
	<p>The vision of the department's <a href="#">Stakeholder Engagement Framework</a> is to 'provide world-leading education that achieves growth for every child and student in every preschool and school'.</p>	<p>Education and care facility design should involve community through equitable, authentic, strengths-based, inclusive and respectful engagement to improve attendance rates, parent engagement and encourage different ways to meet complex and changing needs of children and young people.</p> <p>The goal is to build a community where children, young people, educators, parents and community members work together interactively, recognising that children and young people learn best with real-life situations and hands-on activities to design and choose an approach that:</p> <ul style="list-style-type: none"> <li>▪ works best for the needs of the site, children, families and community</li> <li>▪ is culturally inclusive</li> <li>▪ is in line with the capacity and commitment of staff and community members</li> <li>▪ shares responsibility for achieving joint goals</li> <li>▪ builds stronger social networks</li> <li>▪ enhances community wellbeing</li> <li>▪ increases engagement which leads to better learning outcomes for children.</li> </ul> <p>The department is committed to providing strong partnerships across government and non-government sectors through the provision of services including:</p> <ul style="list-style-type: none"> <li>▪ Child and Family Health Services (CaFHS)</li> <li>▪ playgroups</li> <li>▪ parenting programs</li> <li>▪ community libraries</li> <li>▪ early intervention supports</li> <li>▪ non-government programs</li> <li>▪ family support services</li> <li>▪ external providers (National Disability Insurance Scheme, additional curriculum support such as private music tuition)</li> <li>▪ other programs that support child, family and community participation.</li> </ul> <p>Education and care 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, students, 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.</p> <p>Design should promote inclusion for all employees', families and children, and support the following diversity streams: LGBTIQ+, Disability, Functional needs, Gender, Aboriginal peoples, Cultural &amp; Linguistically Diverse (CALD), Age.</p> <p>Opportunities exist to maximise the efficient use of public infrastructure to the benefit of the Department, the local council, and the wider community. For example, partnerships could involve joint use agreements for facilities that:</p> <ul style="list-style-type: none"> <li>▪ avoid duplication whereby maximising the effective use of public spending</li> <li>▪ create dynamic community sports and lifestyle hubs placing education and care facilities truly at the centre of the community.</li> </ul>	
<b>Culturally Responsive Framework</b>			
	<p>The vision of the department's <a href="#">Culturally Responsive Framework</a> is for 'culturally responsive workplaces where all Aboriginal people work, learn, and thrive'.</p>		
<b>South Australian Multicultural Charter</b>			
	<p>The <a href="#">South Australian Multicultural Charter</a> outlines 6 principles to promote a unified, harmonious and inclusive South Australian community that values, respects and supports diversity.</p>		
<b>Diversity, Equity and Inclusion Strategy 2023 – 2026</b>			
	<p>The State Government's <a href="#">Diversity, Equity and Inclusion Strategy</a> priorities are to:</p> <ul style="list-style-type: none"> <li>▪ reflect the diverse community that the South Australian public education system serves</li> <li>▪ build diversity and inclusion knowledge and capability</li> <li>▪ be accountable for diversity and inclusion.</li> </ul>		
<b>Anti-Racism Strategy 2023 – 2028</b>			
	<p>The State Government's <a href="#">Anti-Racism Strategy</a> priorities are to:</p> <ul style="list-style-type: none"> <li>▪ enable employees to act</li> <li>▪ embed anti-racism into leadership and decision making</li> <li>▪ strengthen inclusive and safe workplaces</li> <li>▪ speak up for anti-racism</li> <li>▪ be accountable for anti-racism.</li> </ul>		

Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements
<b>Disability Access and Inclusion Plan 2020 to 2023</b>			
	<p>The department’s <a href="#">Disability Access and Inclusion Plan</a> outlines specific actions to be undertaken to support improved learning and wellbeing outcomes and inclusive, accessible communities.</p>	<p>The department must meet its obligations under the <a href="#">Disability Standards for Education 2005</a>, and more broadly the <a href="#">Disability Inclusion Act 2018</a>, <a href="#">Disability Discrimination Act 1992</a>, and <a href="#">United Nations Convention on the Rights of the Persons with Disabilities</a> to ensure children with disability can access and participate in education and care on the same basis as other children.</p> <p>Education and care facilities designed according to <a href="#">Universal Design Principles</a> 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.</p> <p>Inclusive learning environments should:</p> <ul style="list-style-type: none"> <li>▪ provide flexibility in the spaces</li> <li>▪ respond to the diverse and unique needs of all users</li> <li>▪ provide ease of navigation and effective wayfinding</li> <li>▪ minimise distractions – different learners might be affected by ambient noise, light, colours, objects, smells, temperature</li> <li>▪ address the safety and wellbeing of its users</li> <li>▪ create a sense of belonging and empowerment.</li> </ul>	
<b>State Disability Inclusion Plan</b>			
	<p>The vision of the State Government’s <a href="#">Disability Inclusion Plan</a> is for ‘an accessible and inclusive South Australia based on fairness and respect’.</p>		
<b>SA Autism Strategy for Inclusion</b>			
	<p>The vision of the State Government’s <a href="#">Autism Strategy for Inclusion</a> is for ‘an inclusive and knowledgeable South Australia where every Autistic person can thrive’.</p>		
<b>SA Autism Strategy Action Plan 2025 - 2029</b>			
	<p>The <a href="#">Action Plan</a> supports the commitments in the Strategy and requires the department to:</p> <ul style="list-style-type: none"> <li>▪ consider how the built environment may impact Autistic people and identify opportunities for improvement across current and future infrastructure projects</li> <li>▪ improve environments to support the inclusion of Autistic children and young people in our preschools, primary and secondary school settings.</li> </ul>		
<b>Australia’s Disability Strategy 2021 to 2031</b>			
	<p>The Australian Government’s <a href="#">Disability Strategy</a> is designed to ensure people with disability can participate as equal members of society. The policy priority for Education and Learning includes:</p> <ul style="list-style-type: none"> <li>▪ children with disability can access and participate in high-quality early childhood education and care.</li> </ul>		

Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements
<b>South Australian Government Climate Change Actions</b>			
	<p>The aims of the <a href="#">South Australian Government's Net Zero Strategy 2024-2030</a> is to 'guide the state's transition to a net zero emissions future' and outlines actions to reduce greenhouse gas emissions.</p>	<p>Education and care facilities must be well-designed sustainable learning environments.</p> <p>They should promote wellbeing and learning by:</p> <ul style="list-style-type: none"> <li>▪ enabling interconnection between built and natural environments</li> <li>▪ prioritising natural light and views</li> <li>▪ prioritising natural ventilation.</li> </ul> <p>They will manage climate risk (climate change adaptation) by:</p> <ul style="list-style-type: none"> <li>▪ integrating passive design with existing vegetation and site topography into planning and design stages</li> <li>▪ selecting vegetation, materials, light roof colours, and minimising impermeable surfaces to reduce urban heat effects</li> <li>▪ prioritising water sensitive urban design (WSUD) and use of alternative water supplies for irrigation to support healthy vegetation and reduce urban heat effects</li> <li>▪ prioritising biodiversity sensitive urban design (BSUD) in planning and design of landscaping.</li> </ul> <p>They must reduce emissions (climate change mitigation) by:</p> <ul style="list-style-type: none"> <li>▪ being energy efficient through passive design, building envelope, selection of electrical plant and equipment, and provision for renewable energy</li> <li>▪ prioritising low-carbon materials in construction and fit-out, considering retrofit of existing built environments rather than replacement to reduce embodied carbon.</li> </ul>	
	<p>The <a href="#">Climate Change Resilience and Adaptation Actions</a> outline a range of actions to prepare for, manage and adapt to the impacts of climate change.</p>		
<b>Wellbeing for Learning and Life Framework</b>			
	<p>The department's <a href="#">Wellbeing for Learning and Life Framework</a> aims to 'promote the wellbeing and resilience of children and young people by inspiring, engaging and empowering' outlined in 3 key objectives:</p> <ul style="list-style-type: none"> <li>▪ inspiring through our people and services</li> <li>▪ engaging through developmental opportunities</li> <li>▪ empowering positive wellbeing and resilience.</li> </ul>	<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>Education and care facility design needs to include environments that challenge children and young people's abilities while supporting self-regulation, providing culturally safe and inclusive learning environments, and supporting families' diverse parenting approaches.</p> <p>Design needs to align to the underpinning principles of:</p> <ul style="list-style-type: none"> <li>▪ Child-centred - incorporating the voices of children and young people at all stages of development in our education and care settings will inspire participation and decision making for learning success</li> <li>▪ Strength-based – approaches effectively engage and support children, young people and their families, enabling growth and learning</li> <li>▪ Learning success - Participation in learning and experiencing learning achievement is integral to wellbeing. Promoting wellbeing and high expectations will empower successful learning.</li> <li>▪ Relationships - Respectful relationships enhance wellbeing. Building trust and care will inspire and engage children, young people and their families to learn, grow and achieve.</li> <li>▪ Inclusion - Valuing diversity, individual capabilities and unique interests will empower children and young people to have equal rights and opportunities in all contexts of life.</li> </ul>	
<b>Digital Strategy 2023 to 2026</b>			
	<p>The department's <a href="#">Digital Strategy</a> focuses on 5 key areas:</p> <ul style="list-style-type: none"> <li>▪ strengthen our digital foundations</li> <li>▪ build our capability</li> <li>▪ maximise the benefits of digital technologies for teaching and learning</li> <li>▪ streamline and modernise our operations</li> <li>▪ mobilise ICT support where it is needed.</li> </ul>	<p>Education and care facility design must support equitable individual and collaborative access wherever and whenever learning occurs, including outdoors, 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>	

Education & Care- Frameworks & Strategies	Vision and priorities	ECEC facility design requirements	Education facility design requirements
<b>National STEM School Education Strategy 2016 to 2026</b>			
	<p>The aim of the Australian Government’s <a href="#">National STEM School Education Strategy</a> is to ‘ensure that all young Australians are equipped with the necessary STEM skills and knowledge that they will need to succeed’.</p>	<p>Education and care facility design needs to provide opportunities:</p> <ul style="list-style-type: none"> <li>▪ for children through play to participate and explore, question and imagine, and grow STEM skills</li> <li>▪ for students to engage in inquiry-based learning, critical and creative thinking, and identifying and solving problems through interdisciplinary approaches</li> <li>▪ to nurture and build STEM abilities ensuring their place as forward thinkers, innovators, entrepreneurs, and leaders.</li> </ul>	
<b>Music Education Strategy 2019 to 2029</b>			
	<p>The aim of the department’s <a href="#">Music Education Strategy</a> is to ensure ‘throughout their education, all children and young people in South Australia have access to high-quality music education that is valued and inspires learning’.</p>	<p>Education and care facilities need to provide adequacy designed spaces that allow children/students 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 through all stages of their learning and care.</p>	

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