

## How *Kids at Play Active Play (KAPAP)* relates to the National Quality Standard (NQS)

### Quality Area 1: Educational program and practice

*KAPAP* assists educators to provide children with experiences that actively promote or initiate the investigation of ideas and complex thinking about physical activity.

**Example:** *Design a program of intentional teaching of Fundamental Movement Skills (FMS) for pre-schoolers*

The *KAPAP* program guides educators in planning and structuring a physical activity session for toddlers to preschoolers including a warm-up, FMS-based activities and a cool-down. Resources include FMS-based activity plans, and planning and observation tools. Educators are encouraged to provide positive guidance and feedback on the children's performance of the FMS component of the program.

### Quality Area 2: Children's health and safety

*KAPAP* is particularly relevant to this quality area, in particular Standard 2.1 'Each child's health and physical activity is supported and promoted' and Element 2.1.3 '...physical activity are (sic) promoted and appropriate for each child'. *KAPAP* provides Early Childhood Education and Care (ECEC) services with a broad range of learning experiences that promote physical activity and limit screen time, in line with the [Australian 24-Hour Movement Guidelines for the Early Years \(birth to 5 years\)](#).

When planning active play experiences, ECEC services should provide an environment that supports active play, whilst minimising the risk of injury or accidents to children, families, staff and visitors. A note about safety is outlined in the *KAPAP* manual.

**Example:** *Promoting physical activity throughout the educational program*

Educators can consistently implement movement and physical activities as part of the educational program for all children. The *KAPAP* program provides educators with suggestions on encouraging planned and spontaneous activities that can be done in both the indoor and outdoor environment.

### Quality Area 3: Physical environment

*KAPAP* encourages the use of a range of spaces, equipment and resources to engage children in energetic physical experiences that help develop movement skills, coordination, balance, flexibility and strength. The activity plans in the *KAPAP* manual include information on the aim of the activity and what equipment and space is required to carry out the activity.

**Example:** *Indoor active play ideas that can be safely played indoors on rainy days, maximising the space and equipment available*

The *KAPAP* website has indoor active play suggestions in the *Active Play Everyday* section.

**Example:** *List of alternative equipment*

Lack of equipment has been identified as a barrier in ACT ECEC settings. *KAPAP* provides a list of alternative low or no cost equipment options.

**Example:** *Active Play Audit Tool*

*KAPAP* has developed this audit tool to assist ECEC services to promote active play. Services can use this tool to evaluate their learning environments and reflect on current practices. The tool also provides guidance on improving the quality of learning spaces and increasing physical activity levels in children.

#### **Quality Area 4: Staffing arrangements**

KAPAP provides educators with the opportunity to share knowledge, skills and understanding of KAPAP messages, gained through their participation in KAPAP training with other educators at their service. There is also a strong emphasis on educators 'role modelling' appropriate physical activity and screen time practices to the children.

**Example:** *Attendance at KAPAP active play training*

Educators who attend the KAPAP training can upskill and mentor colleagues, through the sharing of knowledge and resources gained through the training.

#### **Quality Area 5: Relationships with children**

KAPAP is a flexible and inclusive program that allows educators to adapt learning experiences to suit each child's identity, interests and abilities. Building a respectful and trusting relationship with each child is at the heart of the KAPAP program.

**Example:** *Role Modelling*

The KAPAP manual outlines the importance of role modelling. Examples include encouraging participation by educators in games, dances and other physical activities with the children.

**Example:** *Provide positive and constructive feedback to children*

The activity plans in the KAPAP manual outline key points to assist educators in providing children with feedback about the skills they are performing. This feedback, if delivered constructively, will help children improve their performance of that skill and help to build confidence.

#### **Quality Area 6: Collaborative partnerships with families and communities**

The KAPAP program is strongly committed to building partnerships with families through effective communication and creating opportunities for family involvement.

**Example:** *Communication of KAPAP messages*

KAPAP information can be communicated to families via newsletters, fact sheets, photos, communication books, notice boards, emails and personal interaction. The KAPAP website provides information that can be easily accessed by ECEC services and families.

#### **Quality Area 7: Governance and leadership**

KAPAP promotes service leadership and governance of children's physical activity through the provision of a range of resources, tools, processes and follow-up support.

**Example:** *A guide to writing a physical activity and small screen recreation policy*

KAPAP provides a template for services to develop their own physical activity and small screen recreation policy. Services are encouraged to involve staff and families in this process and communicate the final policy to families.

**Example:** *Lead Officer Training*

KAPAP offers leaders\* training on the importance of active play, FMS development and creating supportive environments for active play. This training facilitates them to support and encourage their staff to implement KAPAP.

\* people in a position of leadership/management

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For further information about *Kids at Play Active Play*:

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