



Educational Leader

The service builds relationships and engages with its community.

A service reviewed what the NQF Guide said about element 6.2.3 and understood there were two parts to the element:

1. Building connections to the community
2. Building relationships once connections are made.

As Educational Leader you should be coaching and supporting educators to implement learning outcomes and the Law/Reg/NQS requirements.

Note you should see considerable overlap with element 6.2.3 'Community engagement' and EYLF/MTP Principles and Practices like 'Respect for diversity', 'Partnerships with families', Cultural competence, and learning outcomes including "Children are connected to and contribute to their world."

In the educators' checklist this week we asked the following questions. Let's look at these in more detail below to help you ensure educators have the skills and knowledge needed.

1. Do you plan activities and experiences that connect and engage children with the local community?

These activities might be learning about something or someone in the local community, and may involve inviting people into the service or organising an excursion into the community.

Can your educators confidently:

- speak with family or community members to organise visits to the service?
- complete risk assessments for excursions?
- organise excursions with support from Nominated Supervisor where required?

2. Do the activities you plan broaden children's understanding of different cultures?

Do educators know how to connect with local cultural groups including Indigenous Elders?

Do they confidently talk with families to learn more about families' cultures and traditions?

3. Do the experiences you plan help children understand the various services/organisations, workplaces, jobs, opportunities etc in the community?

Do children visit local shops, businesses, sports facilities, cultural sites, community services?

Do educators take children on walking tours of local areas and use opportunities that arise for intentional teaching?

Do educators invite families and community members in to the service to discuss their jobs, cultures, ways of life?

4. Do you use community resources, including its people, to promote learning outcomes?

Do children visit community centres, parks, ovals, aged care homes, zoos, historical/cultural sites etc?

Do educators invite local experts in to:

- talk about emergency responses, caring for plants/animals, creating sustainable gardens/veggie patches etc
- promote healthy eating, physical activity, personal wellbeing etc
- explain cultural/religious activities, special skills/arts/techniques etc?

5. Do you regularly broaden your knowledge and understanding of other cultures eg by talking with families or using community resources?

Week 10, 5 April - 9 April 2021- 6.2.3 Community engagement

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Cultural competence is about:

- being aware of your own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views
- developing skills for communication and interaction across cultures. (EYLF/MTOP)

How good are your educators at promoting their own cultural competence?

6. Do the resources you provide for children, including books and images, reflect the diversity in your local community and Australia more broadly?

Do children see pictures in the indoor/outdoor environment and books that look like they do, or like their families and people in their community?

Do the resources they play with reflect their local community, or the daily lives of their families/community members?

After reflecting on these questions:

What do your educators need to understand?



How do you need to support and coach educators ie
What skills do educators need help with?



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Cerebral Palsy Policy

Policy includes symptoms of Cerebral Palsy. In relation to children with cerebral palsy:

- educators will comply with privacy principles when accessing and sharing a child’s medical information
- educators will modify activities if required and assist children to participate in all activities
- doctors must complete a Medical Management Plan which may include information about child’s diet, mobility, medication and therapy and care
- Service will prepare a Risk Minimisation Plan in consultation with families to address events which may worsen a child’s symptoms or result in need for first aid
- Service will prepare Medical Communications Plan to ensure all staff are aware of child’s condition and parents know how to advise changes
- educators will encourage children to participate in all activities.

Cystic Fibrosis Policy

We will only enrol one child with Cystic Fibrosis (CF) at any time. They must have a Medical Management Plan which includes information about first aid, supervision, personal care, behaviour support and learning support. Educators:

- will notify the child’s family when there are outbreaks of infectious diseases
- will be familiar with any special dietary needs, medication and therapy requirements
- may help the child adjust their clothing to keep warm or cool
- will take actions to ensure CF children can participate in all activities eg by providing more rest periods.

Epilepsy Policy

Children with epilepsy must have a Medical Management Plan which includes information about first aid, seizure types and triggers and supervision needs. The Service will prepare a Risk Minimisation Plan

Educators will:

- go over any learning or activity a child misses during a seizure
- manage the epilepsy/administer medication in a supportive way which does not disrupt the child’s learning
- encourage children to participate in all activities

Do you have any feedback or comments about these policies? Please include below.

Educator’s Name	Educator’s Signature

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