



Families



Community  
Links

## Section 8 - Exceeding – Family and Community Links

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Exceeding – Family and Community Links.** We use family and community input to help children collaborate and respond to others with respect and openness. This includes input about children’s interests, special events such as birthdays, visitors, holidays, and medical needs. All our children learn about asthma and allergies. We use input from cultural groups, Elders, medical professionals, and visits or information provided to support children’s additional needs.

If you are doing similar practices to the example, use the below question to help you write your **‘exceeding practice for families and community connection** description so you can add it to your QIP or SAT (NSW only).

For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Families and community links</b> <i>Please discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.</i>

**If you and your educators need to learn how to achieve exceeding – families and community, proceed here and do below.**

### Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning

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The following section outlines the steps to ensure you are exceeding in families and community. If you have already successfully completed the previous section demonstrating how you are exceeding in families and community, you do not need to complete this section.

### Look at the words in detail to identify what is exceeding.

*Please give an example of the way **you and your team have used family or community input** to help **children collaborate and respond to others with respect and openness.***

***Please give an example of the way you and your team have used family or community input..***

Educators actively seek input from families and communities by conducting surveys, holding parent-teacher evenings, and organise community meetings. Based on this input, educators can incorporate culturally relevant materials, diverse perspectives, and community-based activities into the learning environment. This helps children appreciate and understand different backgrounds and experiences, promoting collaboration with respect and openness.

***...children collaborate and respond to others with respect and openness...*** Children collaborating and responding to others with respect and openness means that they actively work together, listen to and value each other's ideas, and communicate in a kind and considerate manner. They recognise and appreciate the diversity of perspectives and backgrounds among their peers, showing empathy and understanding. They engage in constructive dialogue, seek common ground, and are open to new ideas and different ways of thinking.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

*Please give an example of the way **you and your team have used family or community input** to help **children collaborate and respond to others with respect and openness.***

We take a proactive approach to engaging families and communities in promoting collaboration and respectful interactions among children. One effective strategy was to organise a family and community engagement event dedicated to fostering these values. During this event, families and community members are invited to participate in various activities and discussions that encourage teamwork, effective communication, and empathy.

For example, we organised a collaborative art project where families, children, and community members worked together to create a mural reflecting their diverse backgrounds and experiences. Families brought in materials and artifacts that represented their cultural heritage, such as traditional fabrics, instruments, or photographs. Guided by educators, everyone worked collaboratively to design and paint the mural, sharing stories and learning from one another along the way.

The input gathered from families and community members during the event is invaluable in shaping classroom practices and promoting collaboration and respect. Educators incorporated the shared experiences and insights into the curriculum by adding diverse literature, organising multicultural celebrations, and integrating community-based projects. For example, if families share stories of their cultural heritage, educators can introduce relevant books, music, or art that reflects those traditions. These experiences help children develop a deeper understanding of different cultures and backgrounds, fostering respect and openness towards others.

We have actively incorporated our families and communities' insights into the learning environment which has created partnership that supports children in developing essential social skills.

**Your example. Select a point from above and break it down into the subsections.**

**Please give an example of the way you and your team have used family or community input..**

*... to help **children collaborate and respond to others with respect and openness.** (Remember, you must show how the **families or community** contribution has made a change)*

#### **Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning**