



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. Educators include the voices and priorities of our children and families to maintain the dignity and rights of every child. For example, we act on children’s ideas for activities, experiences, spaces, and resources. We promote families’ culture, and act on families’ wishes/preferences where they are consistent with our policies and the law (sleep regulations). We support food preferences, learning goals/outcomes and respect children and families’ right to privacy.

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 Exceeding the QIP and Self-Assessment Tool (SAT)
Families and community links <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.

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 discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.

Please discuss how you include the voices and priorities of your children and families to maintain. Educators create a safe and supportive environment that promotes listening and understanding of their concerns, needs, and perspectives. Encouraging feedback on programs, policies, and services through surveys, focus groups, and other forms of feedback is also vital. Involving children and families in decision-making forums such as meetings and committees is important for collaborative decision-making, including program planning, policy development, and service delivery. Being flexible and responsive to the changing needs and priorities of children and families is also necessary for effective relationships with them.

Maintain the dignity and rights of every child means treating every child with respect, kindness, and compassion, and ensuring that they have access to resources, opportunities, and services that promote their well-being. It also means protecting their rights to safety, education, healthcare, and other basic needs, and advocating for these rights when necessary. It is important to create a safe and inclusive environment where children feel heard, valued, and supported, and where they can freely express themselves and participate in their communities. This can help to foster their self-esteem, confidence, and overall well-being, and promote their growth and development into caring, responsible, and engaged members of society.

Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child

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 discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.

An educator, we:

Actively listening: Listening to children and families to understand their needs, concerns, and priorities. This is done through regular conversations, surveys, or other feedback mechanisms that enable children and families to share their views and opinions.

Collaborative decision-making: Including children and families in the decision-making processes that affect them. This is done by creating opportunities for their participation in meetings, committees, and other forums.

Flexibility and adaptability: We are flexible and responsive to the needs and priorities of children and families. This involves adjusting programs, policies, and services to meet their changing needs and priorities, and being open to new ideas and approaches.

Cultural responsiveness: Recognising and respecting the cultural diversity of children and families, including those from Indigenous backgrounds. This involves acknowledging and valuing their cultural traditions and practices and ensuring that programs and services are respectful and appropriate.

Advocacy: Advocating for the rights and well-being of children and families. This involves being aware of and upholding their legal and moral rights, and advocating for their access to resources, opportunities, and services that promote their well-being.

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

Please discuss how you include the voices and priorities of your children and families to maintain.

*...and how you **maintain the dignity and rights of every child.** (Remember, you must show how the **families or community contribution** has made a change)*

Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child