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. Our resources and equipment reflect the local community and our collaboration with it. On our excursions we make contact with local businesses and ask for resources. They have donated many items such as paper, office equipment for play, car parts, maps, and machinery to pull apart. Families donate many items – from books, to resources, logs, pipes, reels and other material for loose parts play.

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
Please discuss how your resources and equipment reflect the local community and/or the way your service collaborates with the community.

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 your resources and equipment reflect the local community and/or the way your service collaborates with the community.

Resources and equipment reflecting the local community: This refers to how the resources and equipment used within the service are selected, designed, or adapted to reflect the local community. It involves considering the cultural, linguistic, and diverse backgrounds of the children and families in the community. The resources and equipment may incorporate elements that represent the local community's traditions, values, and languages, advancing a sense of belonging and cultural identity among the children.

Collaboration with the community: This section focuses on how the service collaborates with the local community to inform and shape the selection and use of resources and equipment. It involves actively engaging with families, community organisations, and stakeholders to gather input, seek partnerships, and integrate community knowledge and perspectives. This collaboration ensures that the resources and equipment align with the needs, interests, and aspirations of the local community, creating a sense of shared ownership and promoting community engagement in the service.

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 **your resources and equipment reflect the local community** and/or **the way your service collaborates with the community.**

Cultural Representation: We prioritise selecting resources and equipment that celebrate the diverse cultures and backgrounds of the children and families in our community. Books, toys, and materials showcase different languages, traditions, and stories, advancing a sense of cultural pride and promoting inclusivity.

Multilingual Resources: Recognising the linguistic diversity in our community, we incorporate multilingual resources, such as books, posters, and labels, to support language development and honour the languages spoken by the children and families. This inclusion reinforces the value of language and promotes a sense of belonging.

Collaborative Decision-Making: We actively engage with families, community members, and local organisations to gather their input and feedback on resource selection. We hold regular meetings, conduct surveys, and encourage open dialogue to ensure that the resources and equipment align with the needs, interests, and aspirations of the community. This collaborative approach strengthens our connection with the community and ensures that their voices are heard and respected. For example:

Panel Beater: contributes by providing discarded car parts and materials for the children to play with. These materials can be repurposed for loose parts play, construction activities, or even art projects. Children can explore and engage with these unique materials, gaining insights into automotive mechanics and engineering concepts.

Accountant: Provided insights on financial planning, budgeting, and resource allocation, ensuring that the service maximises its resources. The accountant's guidance can help create a sustainable and financially responsible approach to resource purchasing.

Cafe: The cafe, known for its focus on sustainable practices and healthy food, contributed by offering materials like coffee grounds, empty containers, or biodegradable packaging. These materials were utilised in play, gardening activities, and composting projects.

Cafe material enables an understanding of environmental responsibility and promotes learning about sustainability, nutrition, and healthy living.

Community Partnerships: Libraries, museums, cultural centres, were accessed for additional resources and expertise. These collaborations provide opportunities for joint programming, guest speakers, and shared access to materials, enriching the learning experiences while building a strong connection with the local community.

Community-Driven Programming: We actively seek input from families and community members to shape our curriculum, activities, and events. This promotes community engagement and ownership of the service.

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

Please discuss how your **resources and equipment reflect the local community**…

*… and/or the way your **service collaborates with the community**. (Remember, you must show how the **families or community** contribution has made a change)*