

The service builds relationships and engages with its community.

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

Looking at the element in detail - 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.

What could potentially go wrong if educators didn't do the above?

Limited Cultural Understanding: Without building connections to the community, educators may miss out on opportunities to expose children to diverse cultures, traditions, and perspectives. This can result in a limited understanding of the world and reduced cultural awareness among children, hindering their ability to appreciate and respect differences.

Isolation from the Local Environment: Failing to connect with the local community can isolate the service from the rich resources and experiences available in the area. This can limit the variety and quality of learning opportunities for children.

Missed Learning Opportunities: If educators do not actively engage with community members and organisations, children may miss out on valuable learning experiences and insights that can broaden their knowledge and skills.

Lack of Inclusivity: Not building connections with diverse groups in the community may lead to a lack of inclusivity in the service. Children from various backgrounds may not feel a sense of belonging or representation, which can negatively impact their self-esteem and social development.

Limited Trust and Support: Without building relationships once connections are made, the service may struggle to establish trust and support from community members. This can impede collaborative efforts and hinder the service's ability to access community resources.

Reduced Community Involvement: Failing to build and maintain relationships with the community may result in reduced community involvement in the service's activities. This can limit the service's ability to offer a well-rounded educational program.

Loss of Cultural Competence: Educators may lose opportunities for professional development and cultural competence if they do not engage in a two-way process with families and communities. This can hinder their ability to create inclusive and culturally sensitive learning environments.

Limited Awareness of Local Events: Without sharing information about community events, educators may overlook opportunities for children and families to participate in local activities, missing out on potential enriching experiences.



It's important that we build relationships and engages with your community.

You must practice

6.2.3, which focuses on community engagement in early childhood education and care services, indeed has two key components: building connections to the community and building relationships once connections are made.

To address the issues raised in the previous section, look at the following practice examples for guidance.

Limited Cultural Understanding: To address limited cultural understanding, educators actively seek out local cultural events and celebrations. They invite parents or community members from diverse backgrounds to share their cultural traditions and stories with the

Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement

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children. This includes celebrating cultural holidays, cooking traditional dishes, and engaging in hands-on activities related to different cultures. By doing so, educators broaden the children's horizons and promote a deeper understanding and appreciation of cultural diversity.

Isolation from the Local Environment: To prevent isolation from the local environment, the service initiates regular community outings. These outings may include visits to nearby parks, museums, libraries, or local businesses. Educators actively involve children in exploring and interacting with their surroundings, fostering a strong connection with the local community. These outings also serve as opportunities for children to learn about their neighbourhood's history and unique features.

Missed Learning Opportunities: To ensure that valuable learning opportunities are not missed, educators establish partnerships with local organizations and professionals. They collaborate with museums, environmental groups, artists, and other experts to offer specialized workshops and interactive sessions for the children. These experiences not only enhance the children's knowledge but also promote a love for learning by making it engaging and hands-on.

Lack of Inclusivity: To promote inclusivity, the service actively reaches out to and engages with families from various backgrounds. Culturally diverse families are encouraged to share their traditions, languages, and stories with the children. Educators incorporate diverse perspectives into the curriculum and display materials representing the children's various backgrounds. This creates an inclusive and welcoming environment where all children feel valued and respected.

Limited Trust and Support: To build trust and support from community members, educators maintain open and consistent communication channels. They organise regular meetings and events where parents and community members can provide feedback and suggestions. This collaborative approach fosters trust and ensures that the service is responsive to the community's needs. In turn, community members are more willing to offer support and resources.

Reduced Community Involvement: To enhance community involvement, the service actively participates in local initiatives and events. Educators and children join community clean-up efforts, charity drives, and local festivals. By actively contributing to the community, the service strengthens

its ties and demonstrates its commitment to being a positive presence.

Loss of Cultural Competence: To maintain cultural competence, educators engage in ongoing professional development. They attend cultural competency training sessions, workshops, and seminars. Additionally, educators actively seek feedback and guidance from families and community members, ensuring that their knowledge and understanding of diverse cultures remain up-to-date and relevant.

Limited Awareness of Local Events: To ensure awareness of local events, the service maintains a community events calendar. This calendar is regularly updated and shared with families, highlighting upcoming events, festivals, and activities in the local area. Educators encourage children and families to participate in these events, fostering a sense of connection to the broader community and enriching experiences for all involved.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement