



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 don't limit indoor or outdoor spaces to our premises for learning. We use the whole neighbourhood in our business park in creative ways to promote children's learning. On initial inspection, our indoor spaces look boring because we don't subscribe to the "drawn numbers on rocks" constructivist approach to learning. We believe less is more. Children form groups and explore imagination in play, and we use our local businesses and location to enhance learning outcomes.

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 give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.

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 give an example of a relationship with a community organisation or member that is informed by current recognised guidance on collaborative partnerships.

Let's break down the statement into two parts and provide simple descriptions to help you:

Part 1: Part 1: "Please give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning..."

Explanation: This part is asking for a specific instance or example where you have utilized either an indoor or outdoor environment in a unique or imaginative manner to enhance and foster children's educational experiences.

Part 2: "...despite any limitations the physical spaces may impose."

Explanation: This segment highlights that there might be constraints or challenges associated with the space (e.g., size, shape, fixtures). It asks how you've overcome or worked around these potential barriers to ensure that learning is still effectively facilitated in that environment.

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 how you use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.

Vertical Gardening in Limited Outdoor Space:

Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose

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Challenge: A lack of extensive ground space in the outdoor area.

Solution: Introduced vertical gardens on walls and fences. Children were engaged in planting herbs and flowers, learning about botany, responsibility, and the environment. This also provided sensory stimulation through varied textures and scents.

Mirror Play in a Small Indoor Room:

Challenge: A small indoor room that could feel restrictive for play.

Solution: Installed safe, full-length mirrors on one wall. Children explored reflections, played with light, and shadow, and expanded their spatial awareness and self-recognition.

Rooftop Play in Urban Settings:

Challenge: Located in a densely populated urban area with no ground space for an outdoor play area.

Solution: Transformed the service's rooftop into a play area with a mini playground, sandpit, and water play stations. This not only offered play options but also lessons on safety and respecting boundaries.

Flexible Furniture in a Multi-purpose Room:

Challenge: Only one main indoor room that must cater to various activities.

Solution: Invested in flexible, movable furniture that children can rearrange as per the activity. This promoted creativity, teamwork, and allowed the room to transform from a reading nook to an art studio to a science lab, based on the children's needs.

Nature's Classroom in a Paved Yard:

Challenge: An entirely paved outdoor area, limiting natural play experiences.

Solution: Introduced portable planter boxes and created a 'nature's classroom'. Children took turns caring for the plants, learning about nature, and the importance of care and patience. Additionally, portable sensory bins filled with sand, water, or pebbles were introduced to add varied tactile experiences.

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

Please give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning...

... ..despite any limitations the physical spaces may impose.... (Remember, you must show how the **families or community** contribution has made a change)