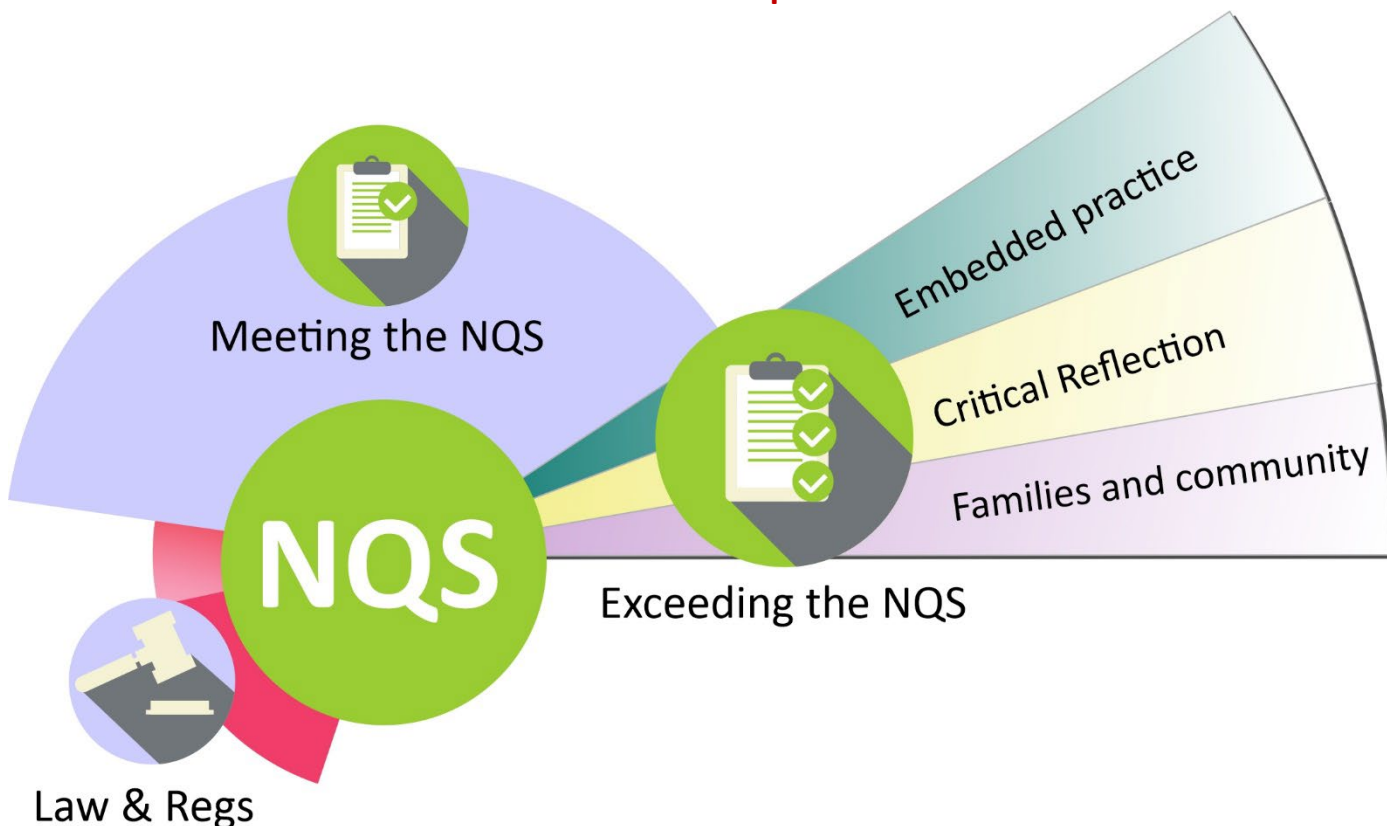


The service builds relationships and engages with its community.

### Section 9 - Educational Leader and Nominated Supervisor



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) To learn more about this week's element watch this video.  
<https://vimeo.com/manage/videos/448850966/e1f15dcaf9>
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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

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The service builds relationships and engages with its community.

### Ten effective steps to help your educators build relationships and engage with your local community.

**Step 1: Identify Community Needs.** Conduct surveys, focus groups, or interviews with parents, caregivers, and community members to understand their specific needs and priorities. **Practice:** Surveys revealed that parents need resources on early literacy for their children.

**Step 2: Form a Community Engagement Team.** Select a diverse group of educators and staff members who are passionate about community engagement. **Practice:** Create a team consisting of teachers, a family liaison officer, and administrative staff.

**Step 3: Build Relationships.** Host regular "Meet and Greet" events where parents, caregivers, and educators can interact and build rapport. **Practice:** Organise a monthly coffee morning where parents and educators can share ideas and concerns.

**Step 4: Collaborate with Local Organisations.** Identify local libraries, community centres, or businesses that align with your early childhood service's goals. **Practice:** Partner with a local library to host monthly storytelling sessions, promoting a love for reading.

**Step 5: Host Community Workshops.** Offer workshops on topics like parenting skills, early childhood development, and nutrition, addressing the identified community needs. **Practice:** Organise a parenting workshop series focusing on effective communication with children.

**Step 6: Participate in Local Events.** Set up information booths or activity stations at community events and fairs to showcase your early childhood service. **Practice:** Attend the local town fair and offer face painting and storytelling sessions for children.

**Step 7: Offer Open Service – come in and visit.** Host regular open service for prospective families to visit the facility, meet educators, and learn about your service. **Practice:** Hold open services every quarter, inviting parents to tour the classrooms and meet staff.

**Step 8: Create a Community Newsletter.** Develop a monthly newsletter highlighting important updates, success stories, and upcoming events. **Practice:** Share a newsletter with parents, featuring articles on child development milestones and upcoming workshops.

**Step 9: Organise Community-Building Events. Plan family-friendly events like picnics, potlucks, or movie nights in partnership with local businesses or community centres.** **Practice:** Collaborate with a nearby park to host a family picnic with games and activities.

**Step 10: Seek Feedback and Adapt.** Continuously gather feedback through surveys, meetings, and discussions with parents, caregivers, and community members. **Practice:** Conduct quarterly parent meetings to discuss community engagement efforts and gather input for improvement.

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



### Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Julie asks what paperwork they need to do before taking children on an excursion. Please respond.		
Mr Tommy asks if they need to do a risk assessment and get authorisation each time go to the same place. Do they?		
Miss Billie says there are new transport regs they need to implement if they go on excursions. Is she correct?		

The service builds relationships and engages with its community.

### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 23.10.23	Reviewed regular excursions requirements.	Educators	Discussed how to conduct a safe reg excursions and risks that could be experienced.	Assist educators to run an excursions to build confidence.
Monday 23.10.23				
Tuesday 24.10.23				
Wednesday 25.10.23				
Thursday 26.10.23				
Friday 27.10.23				

General thoughts or ideas

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

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## Compliance test for educators ANSWERS for this week.

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Julie asks what paperwork they need to do before taking children on an excursion. Please respond.	A risk assessment needs to be completed (Reg 101) and authorisation obtained from parents, or someone parents have authorised on the enrolment form (Reg 102). These should be completed using a template so the things that need to be included in each are always covered.	
Mr Tommy asks if they need to do a risk assessment and get authorisation each time go to the same place. Do they?	No if: <ul style="list-style-type: none"> <li>the risks haven't substantially changed</li> <li>a risk assessment has been completed in the previous 12 months</li> <li>an authorisation has been obtained within the last 12 months</li> </ul>	
Miss Billie says there are new transport regs they need to implement if they go on excursions. Is she correct?	No. The transport Regs 102A to 102D apply to transport arrangements for children other than as part of an excursion.	

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

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