



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 seek family input and use it to support children’s secure relationships with educators and promote their continuity. For example, Covid resulted in a few children not transitioning back to the centre after lockdown. The Ed Leader, who has qualifications in psychology, worked with those families and educators within the room to create individual transition plans based on psychology practices. They were very successful.

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 family input is sought and used to support children’s secure relationships with educators and promote their continuity.

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 how family input is sought and used to support children’s secure relationships with educators and promote their continuity.

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

Part 1: How is Family Input Sought?

Description: This part of the question asks for a description of the methods or strategies used to gather input, feedback, or opinions from families regarding their children's education and care. It's about understanding the ways in which educators and childcare services actively seek to involve families in the decision-making process or in providing insights about their children.

Part 2: How is Family Input Used to Support Children’s Relationships with Educators and Promote Continuity?

Description: This section is looking for an explanation of how the information or feedback gathered from families is utilised to strengthen the bonds between children and their educators. It focuses on understanding how this family input contributes to maintaining consistent and stable relationships with educators, which is crucial for the children's sense of security and ongoing development.

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 give an example of how family input is sought and used to support children’s secure relationships with educators and promote their continuity.

Parent-Teacher Conferences - Gathering Input:

Regularly scheduled parent-teacher conferences allow families to discuss their child's progress and share insights about their child’s preferences and needs.

Using the Input: Educators use this information to tailor their interactions and teaching methods to align with each child's unique background and personality, fostering stronger, more personalised connections.

Family Feedback Surveys - Gathering Input:

Distributing periodic feedback surveys to families to gather their opinions on the curriculum, educators, and overall environment. **Using the Input:** Survey results indicating a preference for certain teaching styles or activities can guide educators in adapting their approaches, ensuring they meet the needs and expectations of both children and families, thus enhancing the stability of these relationships.

Cultural and Community Events: Gathering Input:

Hosting cultural and community events where families can share their traditions and values with educators and other families. **Using the Input:** Incorporating elements from these events into daily activities and curriculum, helping educators to connect with children on a more personal level based on their cultural background, enhancing mutual understanding and trust.

Family Involvement in Curriculum Development -

Gathering Input: Inviting families to contribute ideas or resources to the curriculum, based on their expertise or cultural background. **Using the Input:** Integrating these ideas into the curriculum creates a more inclusive and engaging learning environment, which reflects the diverse backgrounds of the children, encouraging stronger bonds between children and educators.

Digital Communication Platforms - Gathering Input:

Utilising digital platforms like apps or email newsletters to facilitate easy and regular communication between families and educators. This can include updates about the child's day, milestones, and an avenue for parents to provide feedback or insights. **Using the Input:** Educators can use the feedback and insights provided by parents to understand each child's home environment, interests, and family dynamics better.

Week 37, 20 to 24 November 2023 – 4.1.2 Continuity of Staff

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This knowledge allows educators to create a more comforting and familiar atmosphere for the child, strengthening the educator-child bond and promoting continuity in these relationships.

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

How is family input sought?

How is family input used to support children’s relationships with educators and promote continuity?
*(Remember, you must show how the **families or community** contribution has made a change)*