



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.** The organisation of educators reflects the unique geographical, cultural, and community context. Dubbo has undergone a cultural shift in the past few years with an increased influx of migrants. We are fortunate to have educators with the same cultural/language backgrounds to place with our children. Educators' strengths and interests from a community are present. Soccer and gymnastics are popular sports and we have educators with these skills.

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 <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Families and community links</b> - Please discuss how the organisation of educators reflects the unique geographical, cultural and community context of the service.

**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 the organisation of educators reflects the unique geographical, cultural and community context of the service.

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

**Part 1: How is the organisation of educators within the service structured to accommodate and reflect the local geography, culture, and community characteristics?**

**Description:** This refers to how educators are arranged or structured within the service. It includes considerations like the assignment of educators to specific groups of children, the incorporation of educators with particular cultural competencies, or the scheduling of educators to ensure coverage that reflects community rhythms and needs.

**Part 2: In what ways does the educator organisation demonstrate sensitivity and responsiveness to the unique geographical, cultural, and community context of the service?**

**Description:** This aspect examines how the organisational structure and strategy of educators take into account the local surroundings, cultural backgrounds, and the broader community in which the service operates. It involves integrating local cultural practices into the curriculum, recognising significant local events, and understanding the daily lives of the families served

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 the organisation of educators reflects the unique geographical, cultural and community context of the service.

**Local Language Integration:** In a community where a significant portion of the population speaks a language other than English, we have included bilingual educators in our team. This ensures that children and families feel understood and valued, and supports the preservation and understanding of local languages and dialects.

**Culturally Diverse Curriculum:** Recognising the multicultural makeup of our community, our educators come from various cultural backgrounds and bring a wealth of knowledge about different traditions and practices. This diversity is reflected in our curriculum, which celebrates a wide array of cultural festivals and teaches children about global customs and traditions.

**Community Engagement Programs:** Our service is located in a rural area where community bonds are strong. We've organised our educators to participate in and facilitate local community events, fostering a sense of unity and allowing children to learn through real-life experiences and interactions within their community.

**Outdoor and Environmental Education:** Situated in a region with rich natural resources, our educators include specialists in outdoor and environmental education who use the local geography as an extension of the classroom. This approach promotes a hands-on understanding of environmental stewardship and connects learning with the children's immediate natural surroundings.

**Collaboration with Local Elders and Leaders:** In areas with a significant Indigenous population, our service includes local Indigenous elders and leaders in the planning and delivery of our educational programs. This collaboration ensures that our practices are respectful and inclusive of Indigenous cultures and knowledge systems, providing a relevant and enriched learning experience for all children.

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

How is the organisation of educators within the service structured to accommodate and reflect the local geography, culture, and community characteristics?

In what ways does the educator organisation demonstrate sensitivity and responsiveness to the unique geographical, cultural, and community context of the service? *(Remember, you must show how the families or community contribution has made a change)*

#### Week 36, 13 to 17 November 2023 – 4.1.1 Organisation of Educators