

1.1.3

Program Learning Opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Week 4
19.2.2024

Section 7. Exceeding: Family and Community Links (Second in Charge)

Second in Charge to manage whole service connection to families and community .



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

We work with families to improve our room routine. For example, we developed behaviour management plans in collaboration with families based on their routines and our routines. We adjusted excursion times to better suit the children's rest requirements. We have increased physical activity at certain times of day to help children sleep at night. We adjusted afternoon activities & experiences times to ensure children could participate before early collection.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

Engagement with families and community.

Give me an example of how you have worked with families to improve the room routine.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Example of Working with Families: This part of the request is asking you to provide a specific instance where you collaborated or communicated with families in an educational setting. It's about describing a practical situation where you engaged with parents or caregivers to improve the room routine.

Improvement of Room Routine: This part is asking you to explain how your collaboration or communication with families led to enhancements or adjustments in the room routine. It's about describing the changes or improvements made to the daily schedule or activities within the educational environment because of working with families.

Putting it together, the question is prompting you to share an example of how you collaborated with families to make improvements to the room routine in an educational setting.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Give me an example of how you have worked with families to improve the room routine.

Parent Surveys: Educators can send out surveys to families to gather feedback on the current room routine. This allows families to share their perspectives and preferences, enabling educators to make informed adjustments. Benefits: Enhances communication between educators and families, promotes a sense of partnership and collaboration, and ensures that the room routine aligns with the needs and preferences of families.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

Parent-Teacher Meetings: Organising regular meetings with families provides an opportunity for educators to discuss the room routine, share updates, and address any concerns or suggestions. This direct communication fosters mutual understanding and enables educators to gain valuable insights from families. Benefits: Builds strong relationships between educators and families, encourages open communication and trust, and allows for collaborative decision-making in improving the room routine.

Parent Workshops: Hosting workshops for families on topics related to the room routine, such as sleep routines, mealtime strategies, or effective transitions, can empower parents with practical skills and knowledge. Educators can share tips and resources, answer questions, and facilitate discussions to support families in implementing positive routines at home. Benefits: Empowers families with valuable information and strategies, strengthens the connection between home and the educational setting, and promotes consistency in routines across environments.

Parent Volunteer Opportunities: Inviting families to participate in the room routine as volunteers provides firsthand experience and insights into daily activities. Families can assist with tasks such as setting up learning materials, leading group activities, or organising resources, contributing to the overall efficiency and effectiveness of the routine. Benefits: Encourages parental involvement and engagement, fosters a sense of ownership and investment in the educational setting, and strengthens the sense of community among educators and families.

Family Input in Planning: Actively involving families in the planning process for the room routine allows educators to incorporate diverse perspectives and preferences. Families can contribute ideas, suggest activities, or provide feedback on proposed changes, ensuring that the routine reflects the values and priorities of the community. Benefits: Promotes a sense of inclusivity and ownership among families, strengthens collaboration between educators and families, and enhances the relevance and effectiveness of the room routine.

emails, or communication apps, keeps families informed about the room routine and any updates or changes. Educators can share insights into daily activities, highlight upcoming events or themes, and solicit feedback or suggestions from families. Benefits: Facilitates ongoing dialogue and engagement between educators and families, strengthens transparency and trust, and enables timely collaboration in addressing concerns or refining the room routine.

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

How do you engage with a child's family?

Please describe how the above point improves the routine in your classroom?

Regular Communication Channels: Establishing regular communication channels, such as newsletters,