



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. Educators draw on families’ culture, values, and expertise obtained through consistent engagement with a child’s family, and then implement activities based on this. For example, we have implemented many different approaches to Indigenous learning with the children based on building strong relationships with our families.

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

For Exceeding the QIP and Self-Assessment Tool (SAT)
Critical Reflection <i>Give an example of an activity you implemented because you knew about a family’s culture/values/expertise through your consistent engagement with a child’s family.</i>

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

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

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

Give an example of an activity you implemented because you knew about a family’s culture/values/expertise through your consistent engagement with a child’s family.

Knowing a family’s culture/values/expertise helps educators to create a positive and inclusive learning environment that is respectful of the family’s beliefs and practices. It also enables educators to engage families in their child’s learning and development, as well as to draw on their expertise to enrich the program.

Consistent engagement with a child’s family is achieved by maintaining open communication and building positive relationships, educators can gain valuable insights into a child’s home life, which can inform their approach to teaching and learning. Regular updates on a child’s progress, activities, and achievements can help families to feel connected and involved in their child’s education. It also promotes a shared responsibility for the child’s learning and 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 three concepts have **created change** in your service.

Give an example of an activity you implemented because you knew about a family’s culture/values/expertise through your consistent engagement with a child’s family.

During my consistent engagement with a child’s family, I learned that they celebrate the Hindu festival of Diwali every year. To incorporate their cultural traditions into our early childhood centre, I planned an activity around

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the festival. We created colourful Rangoli patterns using flower petals and coloured sand, and the children learned about the significance of the festival of lights. We also read a story about the origins of Diwali and shared traditional Indian snacks, such as samosas and laddus, with the children. The family was thrilled to see their culture being celebrated in the centre and appreciated the effort to include their values and expertise in the program.

Your turn. Read the points below and select the ones you can either describe how you are doing it now, or how you could plan to do it.

Give an example of an activity you implemented because you knew about a family's culture/values/expertise through your consistent engagement with a child's family. For example:

- Engage in regular and open communication with the child's family to learn about their culture, values, and expertise.
- Use this knowledge to plan activities that reflect and celebrate the family's culture in the early childhood centre.
- Incorporate traditional foods, music, stories, and art forms into the activities to promote cultural understanding and respect among the centre's community.

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

An activity you implemented because you knew about a family's culture/values/expertise

through your consistent engagement with a child's family. (Remember, you must show how the families contribution has made a change)

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