



Assess your practice first.

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

Exceeding – Using Family and Community Input

We use family and community input by integrating children's interests and special events into our activities. For example, we celebrated a child's birthday by inviting their family to share cultural traditions with the class, fostering respect and openness. Community elders and medical professionals visit to educate children about various health conditions like asthma, promoting empathy and understanding. This collaborative approach helps children respond to others with respect and openness, enhancing their social and emotional learning.

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 discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.

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 the way you and your team have used family or community input to help children collaborate and respond to others with respect and openness.

Please give an example of the way you and your team have used family or community input..

Educators actively seek input from families and communities by conducting surveys, holding parent-teacher evenings, and organise community meetings. Based on this input, educators can incorporate culturally relevant materials, diverse perspectives, and community-based activities into the learning environment. This helps children appreciate and understand different backgrounds and experiences, promoting collaboration with respect and openness.

...children collaborate and respond to others with respect and openness... Children collaborating and responding to others with respect and openness means that they actively work together, listen to and value each other's ideas, and communicate in a kind and considerate manner. They recognise and appreciate the diversity of perspectives and backgrounds among their peers, showing empathy and understanding. They engage in constructive dialogue, seek common ground, and are open to new ideas and different ways of thinking.

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.

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning

Please give an example of the way **you and your team** have used family or community input to help children collaborate and respond to others with respect and openness.

We prioritise engaging families and communities to enhance collaboration and respectful interactions among children. One effective strategy was to host a family and community engagement festival dedicated to these values. This event invited families and community members to partake in activities and discussions that promote teamwork, effective communication, and empathy.

For instance, we organised a storytelling evening where families, children, and community members shared folktales and stories from their cultural backgrounds. Each family brought a story that was significant to their culture, and participants took turns narrating their tales. Guided by educators, this activity encouraged listening, sharing, and appreciating diverse cultural narratives. Everyone learned new stories and the values they convey, fostering a deeper understanding and respect for each other's heritage.

The insights and experiences shared during the festival significantly influenced our classroom practices, promoting a collaborative and respectful atmosphere. Educators integrated these stories and cultural insights into the curriculum through various means. For example, after the storytelling evening, we included books and materials that reflected the shared tales, organised cultural storytelling sessions, and created projects where children could illustrate scenes from the stories they heard. These initiatives helped children appreciate the richness of different cultures and backgrounds.

We have actively incorporated our families' and communities' insights into the learning environment, ensuring that the principles of collaboration and respect are deeply embedded in our educational practices.

which has created partnership that supports children in developing essential social skills.

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

Please give an example of the way you and your team have used family or community input..

... to help **children collaborate and respond to others with respect and openness.** (Remember, you must show how the **families or community** contribution has made a change)

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning