



Assess your practice first.

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

Exceeding – Family and Community Links. We enhanced our interactions with a child by collaborating closely with their family, gaining insights into the child's interests and cultural background. For example, after learning from the family about the child's interest in space, we incorporated more astronomy-related activities, which significantly increased the child's engagement and learning. This partnership with the family provided valuable context that allowed us to tailor our educational approach more effectively.

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 your understanding of the cultural and community context of your service has helped support families' parenting and wellbeing needs.

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 a time your interactions with children were strengthened through a relationship / partnership with a child's family or community.

Let's start with the partnership section first.

Strengthened through a relationship / partnership with a child's family or community.

Educator reaching out to a child's parents to learn more about the child's home life and interests. The educator may invite the family to come into the classroom to share stories, songs, or cultural traditions, or they may send home a survey to gather information about the child's routines, likes, and dislikes.

Based on this information, the educator can better understand the child's needs and interests and tailor their learning experiences to be more meaningful and relevant. The educator can also provide updates to the family on the child's progress and work collaboratively with them to support the child's development both at home and in the classroom.

An example of an interactions with children were strengthened means that you have taken steps to enhance the quality, effectiveness, or depth of your engagements with them. This may involve making changes to your communication style, increasing the frequency or duration of your interactions, providing more individual attention, or being more responsive to the children's needs and interests.

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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.

Cultural Integration in Curriculum: I noticed a child was not participating much in discussions or activities. After consulting with the child's family, I learned about the child's rich Indigenous heritage. With the family's input, we incorporated Indigenous stories and art into our curriculum. This not only boosted the child's confidence and engagement but also enriched the entire class's understanding and appreciation of Indigenous culture.

Supporting Language Development: A child in my class who was learning English as a second language seemed particularly shy and reserved. After discussing with their family, I learned about their linguistic background. We then started using bilingual labels and signs in the classroom and encouraged the use of both English and the child's home language. This approach helped the child feel more included and confident, leading to better interaction and language use in both languages.

Addressing Behavioural Challenges: A child was exhibiting frequent outbursts in class. After engaging with the child's family, we discovered that similar behaviour was occurring at home due to family stresses. Together, we implemented consistent strategies for managing emotions both at home and in school, which helped the child gain better control over their reactions and engage more positively with peers.

Enhancing Physical Activity: After observing a child's reluctance to participate in physical activities, I spoke with their parents and found out the child had an interest in dance, particularly styles from their family's South Asian background. We introduced a dance segment featuring different cultural dances, which led to the child actively participating and helping lead dance activities, greatly improving their social and physical engagement.

Building on Community Resources: A child seemed disengaged with the science topics being covered. After learning from their family about the child's fascination with marine life, I connected with a local marine conservation group. We organized a field trip to the aquarium facilitated by this group, followed by project-based learning activities about marine ecosystems. This

directly tapped into the child's interests, resulting in renewed enthusiasm and deeper learning engagement.

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

Please give an example of how you strengthened through a relationship / partnership with a child's family or community.

*...and an example of an interactions with children were strengthened by the above with family or community. (Remember, you must show how the **families or community** contribution has made a change)*

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