

3.2.1

Inclusive environment

Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.



Week 21
15.7.2024

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.

Exceeding – Family and Community Links. Our teams work with families and the community to foster an inclusive and flexible learning environment. For example, we involve family and community tradies in refurbishing and redeveloping our outside environment, including advice on habitats for frogs. Community inclusion involves the local Men’s Shed. We seek input from an additional needs and child wellbeing specialist with family connections to the service, and a physiologist, about environment design and use.

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 you and your team have worked with families or the community to foster an inclusive and flexible learning environment.

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 how you and your team have worked with families or the community to foster an inclusive and flexible learning environment.

Working with families to foster an inclusive and flexible learning environment: Describe how you and your team have collaborated with families to create an inclusive and flexible learning environment. Discuss the various strategies employed to involve families in decision-making processes and gather their input on the design and organisation of the learning environment. Highlight how you have sought feedback and insights from families regarding their cultural backgrounds, values, and aspirations for their children's education. Explain how this collaboration has influenced the design of the space, selection of resources, and implementation of inclusive practices. Share specific examples of how you have worked together with families to create a sense of ownership and inclusivity in the learning environment.

Engaging with the community to foster an inclusive and flexible learning environment:

Provide an example of how you and your team have actively engaged with the community to foster an inclusive and flexible learning environment. Discuss partnerships, collaborations, or initiatives that have been established with community organisations, local businesses, or service providers. Explain how these collaborations have enriched the learning environment and contributed to inclusivity. Share specific examples of how you have leveraged community resources, expertise, or cultural diversity to create engaging learning opportunities. Highlight how these collaborations have expanded children's perspectives, promoted mutual understanding, and encouraged the active participation of the broader community in supporting an inclusive and flexible learning environment.

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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 concepts have **created change** in your service.

Please give an example of how you and your team have worked with families or the community to foster an inclusive and flexible learning environment.

One way our team has worked with families to foster an inclusive and flexible learning environment is by actively involving them in decision-making processes. We regularly hold family meetings or workshops where we invite parents and guardians to share their perspectives, insights, and aspirations for their children's education. These discussions allow us to understand the unique needs and cultural backgrounds of each child and family.

Through collaborative conversations, we co-create shared goals and strategies to promote inclusivity and flexibility in our learning environment. For example, during one of our meetings, a parent expressed the importance of incorporating diverse cultural materials and resources. As a result, we worked together to curate a collection of books, artifacts, and art supplies that reflected the cultural diversity of our families and community.

To further engage families, we established open lines of communication, encouraging them to provide feedback and suggestions on an ongoing basis. This feedback has been invaluable in shaping our practices and ensuring that our learning environment meets the needs of all children.

In addition to our partnership with families, we actively seek connections with community organisations and local businesses. For instance, we collaborated with a nearby community garden to create a learning space where children can explore nature, grow plants, and develop an appreciation for the environment. We also reached out to local artists who conducted workshops

and shared their talents with the children, allowing them to engage in creative and artistic expressions.

Community involvement extends beyond external collaborations. We organise events and celebrations that invite community members to participate, creating opportunities for cultural exchange and appreciation. These events not only celebrate the diverse backgrounds of our families but also foster positive relationships and a sense of belonging among children, families, and community members.

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

Please give an example of how all educators proactively promote healthy lifestyles for children

... with families and the community. (Remember, you must show how the **families or community** contribution has made a change)

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