



Assess your practice first.

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

Exceeding – Family and Community Links. Educators respond respectfully to differing cultural or community perspectives by balancing cultural sensitivity with best practices. For example, they discuss the negative effects of corporal punishment and suggest positive behaviour strategies. They respect preferences for female staff during nappy changes and discuss cultural practices like adding sweeteners to bottles. Educators also address issues like passive smoking and ensure harmful substances are kept away from children, always aiming to respect family views while prioritising child safety.

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 the way you or other educators have or would respond respectfully to differing cultural or community perspectives (give example of difference where possible) about child safety and protection, while always ensuring your actions reflect a best practice approach.

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 or other educators have or would respond respectfully to differing cultural or community perspectives (give example of difference where possible) about child safety and protection, while always ensuring your actions reflect a best practice approach.

Responding Respectfully to Cultural Perspectives

In a diverse classroom, an educator notices that some parents express concern about their children participating in outdoor water activities due to cultural beliefs that associate water with specific rituals. The educator respects these perspectives and schedules a meeting with the concerned parents. During the meeting, the educator explains the importance of water safety in the curriculum while also acknowledging and discussing the cultural beliefs. They collaboratively find a solution that allows the children to participate in water activities with adaptations that honour their cultural values.

Best Practice Approach in Cultural Sensitivity. In a service, there's a policy that encourages children to express themselves through art. An educator realises that a child from a specific cultural background hesitates to draw human figures due to cultural beliefs about representations. The educator addresses this situation by introducing alternative art forms that align with the child's cultural values. They engage the child in creating art that celebrates their cultural expressions while adhering to best practices for child safety and protection.

Please give an example of the way you or other educators have or would respond respectfully to differing cultural or community perspectives (give

Week 28, 2 to 6 September 2024 – 2.2.3 Child Protection

example of difference where possible) about child safety and protection, while always ensuring your actions reflect a best practice approach.

Addressing Physical Discipline Beliefs

An educator learns a family believes in physical discipline, which is against the centre's policy. The educator explains the policy on positive behaviour guidance and offers resources on non-violent discipline methods, ensuring the conversation remains supportive.

Balancing Privacy with Supervision

A family values privacy and is uncomfortable with supervision during toileting. The educator listens to their concerns and explains the importance of safety. They agree on a compromise, such as using a privacy screen while maintaining necessary supervision.

Religious Jewellery and Safety

A family wants their child to wear religious jewellery, which could be a safety risk. The educator discusses the risks and suggests alternatives, like a safer version of the jewellery or storing it during play, respecting religious practices while ensuring safety.

Dietary Needs in Safety Plans

A child with strict dietary restrictions refuses emergency drill food. The educator ensures culturally appropriate options are available and discusses how to involve the child in future drills, respecting dietary needs while meeting safety protocols.

Child Independence and Pick-Up Policies

A family encourages their child to walk home alone, against the centre's policy. The educator explains the policy's importance and suggests alternatives like an older sibling picking up the child, balancing safety with cultural values.

Language Barriers in Reporting

A family with limited English proficiency doesn't understand reporting procedures. The educator provides a translator and materials in their language, ensuring the family understands and feels comfortable, respecting their linguistic needs.

Integrating Community Input

Indigenous community leaders express concerns about child safety practices. The educator collaborates with them to incorporate cultural practices into safety measures, respecting traditions while maintaining child protection standards.

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

Please give an example of the way you or other educators have or would respond respectfully to differing cultural or community perspectives (give example of difference where possible)...

... about child safety and protection, while always ensuring your actions reflect a best practice approach., ADD YOUR EXAMPLES. (Remember, you must show how the **families or community** contribution has made a change)

Week 28, 2 to 6 September 2024 – 2.2.3 Child Protection