



Assess your practice first.

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

Exceeding – Embedded Practice

Interactions within the community: All interactions between educators and the community aim to foster respect and positivity. This is ensured through regular reviews of the Code of Conduct and managing staff performance when expectations aren't met. Recruitment processes focus on cultural fit, and teamwork training and mentoring help staff develop strong community engagement. Community partnerships with local organisations and members further enhance a collaborative and supportive service environment.

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

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Please discuss whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

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

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

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

Please discuss whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

There are two parts of the question above, here is how we can look at each part.

Part 1: "Please discuss whether all interactions between educators and others in the community are respectful."

Description: This part of the statement asks for a discussion about whether the way educators (teachers, staff, etc.) interact with people from the community, such as parents, students, or community members, is characterized by respect. In simpler terms, it's about assessing if educators treat everyone they engage with in a polite, considerate, and courteous manner.

Part 2: "and promote a positive atmosphere within the service."

Description: This part is about evaluating whether the interactions mentioned in the first part contribute to creating a positive and welcoming environment within the educational service or institution. In other words, it's asking if these interactions help foster a friendly, constructive, and harmonious atmosphere in the school or educational setting.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

Welcoming Community Partners: Educators greet all community visitors, such as local health professionals or community elders, with warmth and respect. This includes offering a tour of the service, explaining the learning programs, and encouraging open dialogue to strengthen relationships and show value for their contributions to the children’s development.

Cultural Awareness Training: Educators participate in ongoing cultural awareness training to better understand the diverse backgrounds of families and community members. By applying this knowledge, they ensure that interactions with families from different cultural groups are respectful, inclusive, and celebrate the diversity within the service.

Respectful Family Engagement: When discussing children’s progress or needs, educators maintain a calm, respectful tone, listen to family concerns, and avoid making assumptions. This includes seeking input from families on how they wish to be involved and using this information to build stronger partnerships that support the child’s learning and development.

Collaborating with Local Organisations: Educators work with local community organisations, such as libraries or environmental groups, to create opportunities for children’s learning and engagement. Through regular respectful communication, educators ensure these partnerships are positive, mutually beneficial, and align with the service’s goals of community involvement.

Inclusive Communication Practices: Educators ensure that communication with families and community members is accessible, clear, and respectful. This may include providing translated materials, using simple language for families with English as a second language, or being available for face-to-face meetings to discuss any concerns or questions.

Conflict Resolution: In the event of a disagreement with a family or community member, educators approach the situation with empathy and professionalism. They actively listen, acknowledge the other person’s perspective, and work collaboratively to resolve the issue in a way that maintains trust and respects the dignity of all parties involved all while using the grievance policy and procedure.

Supporting Children’s Voices in the Community: Educators facilitate opportunities for children to engage with and contribute to the wider community, such as visiting aged care homes or participating in local events. By guiding children in respectful and meaningful interactions, educators model positive behaviour and promote a sense of belonging and respect for others within the community.

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

Please discuss whether all interactions between educators and others in the community are respectful.

...and promote a positive atmosphere within the service.

Week 30, 16 to 20 September 2024 – 4.2.2 Professional Standards