



## Assess your practice first.

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

**Exceeding – Family and Community Links.** Our educators view diversity as a strength and actively promote inclusiveness and a sense of belonging for all children, families, and the community. We respect and celebrate differences in ability, gender, appearance, culture, religion, socio-economic background, and family structure. We incorporate these diverse elements into our practices, ensuring every child feels valued and included, including those from Aboriginal and Torres Strait Islander backgrounds.

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 all educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds.

**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 discuss how all educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds.

### Idea 1: Recognising Diversity as a Strength

**Explanation:** This means that educators view the differences among children, families, and the community as positive qualities. They understand that diversity brings unique perspectives, experiences, and skills. By recognising diversity as a strength, educators appreciate the richness it adds to the learning environment and collaboration.

### Idea 2: Fostering Inclusiveness for Aboriginal and Torres Strait Islander Backgrounds

**Explanation:** Educators actively work together to create an environment where everyone, including those from Aboriginal and Torres Strait Islander backgrounds, feels welcomed and valued. They ensure that these individuals are fully integrated into the learning community and contribute to the cultural fabric. This practice is about promoting a sense of belonging and ensuring equal participation for all.

In simpler terms, the statement discusses how educators see diversity as a positive factor and collaborate to create an inclusive environment, especially for those from Aboriginal and Torres Strait Islander backgrounds.

Please discuss how all educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds.

### **Incorporating Cultural Competence in Curriculum**

Educators incorporate diverse cultural perspectives into the curriculum, including stories, music, art, and traditions from various cultures, especially Aboriginal and Torres Strait Islander cultures. This practice allows children to see their own and others' cultures reflected in daily activities, fostering a sense of belonging and respect for diversity. It also encourages children to share their cultural backgrounds, enriching the learning environment.

### **Celebrating Cultural Events and Traditions**

Our team actively celebrates cultural events and traditions from various backgrounds, such as NAIDOC Week, Harmony Day, and other cultural festivities. Educators plan activities that include all children and families, creating an inclusive environment where everyone feels valued and included. This practice also helps children learn about and appreciate different cultures, promoting mutual respect and understanding.

### **Collaborative Partnerships with Families and Community Members**

Educators build strong partnerships with families and community members, inviting them to share their cultural knowledge and experiences. For example, families from Aboriginal and Torres Strait Islander backgrounds are encouraged to share stories, traditions, and cultural practices. This collaborative approach ensures that the service reflects the diverse community it serves, enhancing cultural awareness and inclusivity.

### **Professional Development on Cultural Awareness**

Educators participate in ongoing professional development focused on cultural awareness and inclusivity, including training on Aboriginal and Torres Strait Islander histories, cultures, and perspectives. This training helps educators understand the importance of diversity and equips them with strategies to create an inclusive learning environment that respects and celebrates all backgrounds.

### **Inclusive Policies and Practices**

Our service has clear policies and practices that promote inclusivity and diversity. Educators regularly review these policies to ensure they meet the needs of all children and families. For example, we adapt our communication strategies to be culturally sensitive and inclusive, ensuring that all families feel welcome and valued. By embedding inclusivity into our policies, we create a supportive environment for everyone.

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

Please discuss how all educators recognise diversity as a strength...

...and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds..  
*(Remember, you must show how the **families or community** contribution has made a change)*

### **Week 29, 9 to 13 September 2024 – 4.2.1 Professional Collaboration**