



**Assess your practice first.**

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

**Exceeding – Family and Community Links. Culturally sensitive communication:** To ensure culturally sensitive communication, our team regularly partners with local organisations, Elders, or community members for guidance on cultural practices. We also engage directly with families to understand their cultural backgrounds and communication preferences, ensuring respect and inclusivity in all interactions. This approach helps us build strong, supportive relationships with diverse families, allowing us to tailor our communication and engagement strategies 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 <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Families and community links</b> - Please give an example of the way you or your team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.

**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 your team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.

Let's break down the statement into two parts and provide simple descriptions to help you:

**Part 1: "Please give an example of the way you or your team consistently identify..."**

**Description:** In this part, you're asked to provide an instance or case where either you individually or your team consistently find and recognize ways to be culturally sensitive. This means being aware of different cultural backgrounds and preferences in communication, support, and engagement with families.

**Part 2: "...and implement culturally sensitive ways to communicate, support and engage with families."**

**Description:** This part focuses on the actions taken following the identification of culturally sensitive approaches. It's about explaining what specific measures you or your team have put in place to ensure that communication, support, and engagement with families from diverse cultural backgrounds are respectful and considerate of their unique needs and values.

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 the way you or your team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.

**Cultural Consultation:** The team regularly consults with local community leaders and cultural representatives to better understand the cultural needs and practices of families. This ensures that the service’s communication, events, and activities are respectful and inclusive of all cultural backgrounds, fostering a welcoming environment for families.

**Bilingual Communication:** To ensure effective communication with families who speak languages other than English, the team provides translated newsletters, important notices, and learning updates. Where necessary, they engage interpreters or bilingual staff members to facilitate communication, ensuring that all families feel informed and included in their child’s learning journey.

**Cultural Celebrations:** The team actively invites families to share their cultural traditions, holidays, and practices. Educators then incorporate these elements into the service’s curriculum and celebrations, ensuring cultural diversity is acknowledged and celebrated. This strengthens relationships with families by showing respect for their heritage and promoting an inclusive atmosphere.

**Tailored Support:** The team identifies the individual needs of families through respectful conversations, recognising that some families may require additional support due to language barriers, cultural differences, or recent immigration. By tailoring communication and providing extra resources, the team ensures families feel supported and valued within the service.

**Cultural Competency Training:** The team participates in ongoing cultural competency training to deepen their understanding of diverse cultural backgrounds. This helps educators implement culturally sensitive communication strategies, such as adjusting their tone, body language, and approach to align with the cultural preferences of the families they engage with.

**Family Input in Curriculum:** The team regularly asks families for input on their child’s learning, encouraging them to share stories, traditions, and activities from their culture. These contributions are then incorporated into the educational program, allowing families to see their cultural identity reflected in their child’s learning experience, promoting a sense of belonging.

**Flexible Communication Options:** Recognising that some families may have different communication preferences due to cultural norms, the team offers various ways for families to stay informed and engaged, including face-to-face meetings, emails, text messages, or phone calls. This flexibility allows educators to build stronger connections with families in a way that suits their cultural expectations.

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

Please give an example of the way you or your team consistently identify...

...and implement culturally sensitive ways to communicate, support and engage with families. *(Remember, you must show how the **families or community** contribution has made a change)*

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