



Assess your practice first.

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

Exceeding – Family and Community Links. We don't limit indoor or outdoor spaces to our premises for learning. We use the whole neighbourhood in our business park in creative ways to promote children's learning. On initial inspection, our indoor spaces look boring because we don't subscribe to the "drawn numbers on rocks" constructivist approach to learning. We believe less is more. Children form groups and explore imagination in play, and we use our local businesses and location to enhance learning outcomes.

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 use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.

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

Week 34, 28 October to 1 November 2024 – 3.1.1 Fit for Purpose

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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 a relationship with a community organisation or member that is informed by current recognised guidance on collaborative partnerships.

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

Part 1: Part 1: "Please give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning..."

Explanation: This part is asking for a specific instance or example where you have utilized either an indoor or outdoor environment in a unique or imaginative manner to enhance and foster children's educational experiences.

Part 2: "...despite any limitations the physical spaces may impose."

Explanation: This segment highlights that there might be constraints or challenges associated with the space (e.g., size, shape, fixtures). It asks how you've overcome or worked around these potential barriers to ensure that learning is still effectively facilitated in that environment.

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 use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.

Exploration Wall in Small Rooms:

Challenge: A small room with limited floor space for

large activities.

Solution: Turned one wall into an exploration wall, featuring interactive panels with sensory textures, magnetic boards for building, and rotating educational displays. This allowed children to engage with the wall space, expanding their learning opportunities without taking up additional room.

Window Garden for Environmental Learning:

Challenge: Limited access to outdoor gardens or nature areas.

Solution: Set up window-mounted planter boxes in classrooms where children could grow small plants or herbs. This introduced a mini-garden indoors, giving children the chance to learn about plant life cycles and environmental responsibility, even with limited outdoor space.

Storytelling Tent in a Busy Space:

Challenge: A busy indoor environment with limited quiet areas for focused activities.

Solution: Set up a small storytelling tent in the corner of the room, where children could sit inside with soft lighting and cushions for a more focused reading experience. This provided a dedicated, calming space for literacy activities, even in a bustling room, encouraging concentration and imagination.

Movable Outdoor Chalkboards:

Challenge: Limited wall space for art or writing activities outdoors.

Solution: Introduced movable chalkboards on wheels that can be positioned anywhere in the outdoor space. Children can express themselves through drawing and writing, encouraging creativity and language development. The chalkboards are easy to move and store, making the most of a small outdoor area.

Portable Music and Dance Station:

Challenge: No dedicated space for music and movement activities.

Solution: Created a portable music and dance station with instruments and a small speaker that can be moved around the room or taken outside. This allowed children to engage in music and dance, encouraging

creativity, motor skills, and self-expression wherever space was available.

Shadow Play with Projectors:

Challenge: Limited natural light or small windows in indoor areas.

Solution: Introduced small projectors to create shadow play on walls and ceilings. Children could use their hands, objects, or even puppets to explore how shadows change shape and size, promoting curiosity about light and science in a fun and interactive way.

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

Please give an example of how you use indoor or outdoor spaces in creative ways to promote children’s learning...

... ..despite any limitations the physical spaces may impose.... (Remember, you must show how the **families or community** contribution has made a change)