# 6.2.3 Community engagement

The service builds relationships and engages with its community.

1. Building connections to the community
2. Building relationships once connections are made.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of an activity you planned and implemented where children engaged with local community members/organisations. | Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion. |
| **Activity engaging children with local community members/organisations:** We’ve organised an excursion to the local fire station where the children interacted with firefighters and learned about fire safety. The children explored the fire truck, tried on helmets, and asked questions about the role of emergency services. This visit helped them understand the importance of community helpers and the work they do to keep us safe. The children later incorporated their experience into dramatic play scenarios back in the classroom. | **Community activities reflecting commitment to EYLF/MTOP principles and practices:** Connecting children with their community, such as inviting local elders or going on excursions, demonstrates respect for diversity and holistic approaches. These activities nurture children's personal, social, and emotional well-being while fostering cultural participation. They align with Vygotsky’s socio-cultural theory, emphasizing that children are active learners. Resources like walking ropes, native plants, and cultural artefacts support these rich experiences. |
| Please give an example of how you extended learning following a visit from a local community member or following an excursion. | Please give an example of a time you’ve identified a need and explored new links/partnerships with community organisations to strengthen outcomes. |
| **Extending learning following a community visit/excursion:** After visiting the local bakery, I extended the children’s learning by setting up a role-play bakery in the classroom. The children took turns being bakers, customers, and cashiers, using playdough to make pretend pastries. We discussed the ingredients used in baking and compared different types of bread. I also introduced a storybook about baking, which further reinforced the new vocabulary and concepts they had learned during the excursion. | **Exploring new links/partnerships with community organisations:** When we identified that children were struggling with fine motor skills, we partnered with a local occupational therapist (OT) to develop a support plan. The OT visited the centre to demonstrate strategies for enhancing motor development. This partnership also strengthened our connection to local health services, allowing us to provide targeted support to other children with similar needs, enhancing their learning outcomes and well-being. |
| Please give an example of resources/images/books in your room/group that reflect the diverse cultures at your service or in your community. | Please give an example of a relationship with a community organisation or member that is informed by current recognised guidance on collaborative partnerships. |
| **Resources reflecting diverse cultures:** In my room, we have several resources that celebrate cultural diversity, including a selection of storybooks featuring characters from Indigenous, African, and Asian backgrounds. We also display images of local community members, such as a photo of a child’s family celebrating Diwali, and use multicultural dolls in our dramatic play area. These resources promote inclusivity and provide children with a chance to see themselves and others reflected in the materials they use. | **Relationships informed by collaborative partnership guidance:** Our partnership with the local library reflects best practices in professional collaboration. We work cooperatively with library staff to plan monthly visits, where children engage in storytelling and borrow books. This collaboration features open communication and joint problem-solving to address literacy needs, allowing us to integrate diverse viewpoints and enhance children’s early literacy skills through shared expertise and experiences. |
| Please give an example of a community interaction that supported a particular child or group of children to manage or overcome certain difficulties. | Give an example of how ongoing community engagement influences the design and delivery of the curriculum and strengthens learning outcomes. |
| **Community interaction supporting children overcoming difficulties:** A child in my group who struggled with communication benefited from a visit by a local speech therapist. The therapist ran a session with the group, demonstrating activities that support speech development. This helped the child feel more comfortable practising speech in a supportive environment. By working with the therapist and incorporating strategies into daily routines, the child gained confidence in communicating with peers and educators. | **Community engagement influencing curriculum design:** Our ongoing relationship with the local community garden inspired a long-term project on sustainability. Regular excursions to the garden allowed children to plant, care for, and harvest vegetables, which we then used for cooking activities. This hands-on experience deepened their understanding of environmental responsibility, supported extended learning through real-world projects, and embedded sustainable practices within our daily curriculum. |
| Please give an example where children engaged with local Indigenous/First Nations people or organisations that strengthened their understanding of this culture and history. | Give an example of community relationship the service has that helps educators challenge stereotypes or promotes deep respect for Aboriginal and Torres Strait Islander histories and cultures. |
| **Engagement with local Indigenous/First Nations people:** We invited a local Aboriginal elder to visit our service and share stories from the Dreamtime. The children listened intently as the elder spoke about the significance of the land, animals, and traditional practices. Afterward, we painted dot art, representing the symbols used in the stories. This experience deepened the children’s understanding of Indigenous culture and fostered respect for the history and traditions of First Nations people. | **Challenging stereotypes and promoting respect for Aboriginal and Torres Strait Islander cultures:** Our connection with a local Aboriginal cultural group helps educators challenge stereotypes and foster respect for Indigenous cultures. Through workshops on traditional music, dance, and storytelling, children learn about the rich histories and ongoing contributions of Aboriginal and Torres Strait Islander peoples. This ongoing relationship supports us in embedding cultural respect and appreciation within our daily practices and curriculum. |