



Assess your practice first.

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

Exceeding – Family and Community Links. Our service reflects its unique geographical, cultural, and community context by organising educators in ways that resonate with the local population. For instance, we place educators who share the cultural backgrounds of families, fostering trust and communication. In rural areas, educators familiar with farming greet and interact with families, creating a sense of shared experience. Similarly, during community events like fetes or parades, we assign creative educators to support children's participation, reflecting local traditions and interests.

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).

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| For Exceeding the QIP and Self-Assessment Tool (SAT) |
| Families and community links - Please discuss how the organisation of educators reflects the unique geographical, cultural and community context of the service. |
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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 the organisation of educators reflects the unique geographical, cultural and community context of the service.

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

Part 1: How is the organisation of educators within the service structured to accommodate and reflect the local geography, culture, and community characteristics?

Description: This refers to how educators are arranged or structured within the service. It includes considerations like the assignment of educators to specific groups of children, the incorporation of educators with particular cultural competencies, or the scheduling of educators to ensure coverage that reflects community rhythms and needs.

Part 2: In what ways does the educator organisation demonstrate sensitivity and responsiveness to the unique geographical, cultural, and community context of the service?

Description: This aspect examines how the organisational structure and strategy of educators take into account the local surroundings, cultural backgrounds, and the broader community in which the service operates. It involves integrating local cultural

practices into the curriculum, recognising significant local events, and understanding the daily lives of the families served

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 discuss how the organisation of educators reflects the unique geographical, cultural and community context of the service.

Culturally Aligned Educator Placement: Educators who share cultural or linguistic backgrounds with the local community are assigned to work with children from similar backgrounds. This approach supports children in feeling understood and valued, promotes inclusivity, and fosters strong connections with families.

Integration of Local Traditions: Educators with knowledge of local traditions and community events are involved in planning and facilitating activities that reflect these traditions. This helps children develop a sense of belonging and respect for their community's heritage.

Outdoor Education Specialists: In services located in areas rich with natural resources or unique geographical features (e.g., coastal, rural), educators with expertise in outdoor education are organised to lead nature-based activities. This ensures children benefit from hands-on learning experiences that connect them with their environment.

Community Involvement Roles: Educators who are well-connected with local organisations or cultural groups are organised to build partnerships and involve the community in service activities. This helps strengthen community ties and enriches children's learning by incorporating local knowledge and resources.

Adaptation for Rural or Remote Contexts: In rural or remote settings, the organisation of educators may include multi-skilled staff who can take on various roles as needed. This flexible approach ensures that children

receive a holistic learning experience despite the geographical challenges of fewer available resources.

Cultural Workshops and Activities: Educators with specific cultural knowledge lead workshops or activities related to the community's cultural makeup, such as storytelling, traditional crafts, or local dances. This helps children understand and appreciate cultural diversity and creates a more inclusive learning environment.

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

How is the organisation of educators within the service structured to accommodate and reflect the local geography, culture, and community characteristics?

In what ways does the educator organisation demonstrate sensitivity and responsiveness to the unique geographical, cultural, and community context of the service? *(Remember, you must show how the families or community contribution has made a change)*

Week 36, 11 to 15 November 2024 – 4.1.1 Organisation of Educators