



Assess your practice first.

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

Exceeding – Family and Community Links. Our community partnerships play a vital role in strengthening professional learning and supporting quality improvement. For example, we collaborate with health professionals, including occupational therapists and paediatricians, to implement tailored plans. Partnerships with cultural organisations and local community groups enhance our curriculum. Regular outings with businesses and venues provide experiential learning, while links with Red Nose and other organisations support health and safety education.

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 community partnerships that strengthen professional learning at the service and support continuous quality improvement.

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 community partnerships that strengthen professional learning at the service and support continuous quality improvement.

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

Part 1: Community Partnerships that Strengthen Professional Learning at the Service:

Part 1 involves forming collaborations or connections with individuals, organisations, or groups within the community that can provide valuable learning opportunities for educators. These partnerships contribute to the professional development and growth of the service's staff by offering resources, expertise, or experiences that enhance their knowledge and skills.

Part 2. Support Continuous Quality Improvement:

This part focuses on how these community partnerships help the service continually enhance its quality and effectiveness in providing early childhood education. It's about using the knowledge, resources, or support gained from these partnerships to make positive changes and improvements within the service to better meet the needs of children and families.

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 community partnerships that strengthen professional learning at the service and support continuous quality improvement.

Reflective Journaling: Regularly maintain a reflective journal where you document your daily experiences, challenges, and insights in the classroom. Reviewing and discussing these reflections with colleagues can lead to improved teaching practices.

Peer Observations: Collaborate with fellow educators to conduct peer observations. This practice allows you to observe and provide feedback to each other, promoting self-awareness and professional growth.

Participation in Workshops: Attend relevant workshops, seminars, and training sessions to enhance your knowledge and skills. Seek out professional development opportunities that align with your teaching goals and areas for improvement.

Engage in Professional Learning Communities (PLCs): Join or establish PLCs within your service where educators come together to discuss teaching strategies, share resources, and collectively work toward improving teaching and learning outcomes.

Action Research Projects: Engage in action research projects to explore specific aspects of your teaching practice or curriculum. Collect data, analyse results, and use findings to inform continuous improvements in your classroom.

Mentoring and Coaching: Seek mentoring or coaching from experienced educators or educational leaders within your service. These relationships provide guidance and personalised support to help you refine your teaching skills.

Child-Initiated Learning Experiences: Encourage child-initiated learning experiences and adapt your teaching methods based on children's interests and curiosity. This practice fosters responsive teaching and aligns with continuous quality improvement.

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

Please give an example of the way you and your team have developed community partnerships that strengthen professional learning at the service.

...and how this supports continuous quality improvement. *(Remember, you must show how the families or community contribution has made a change)*

Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals