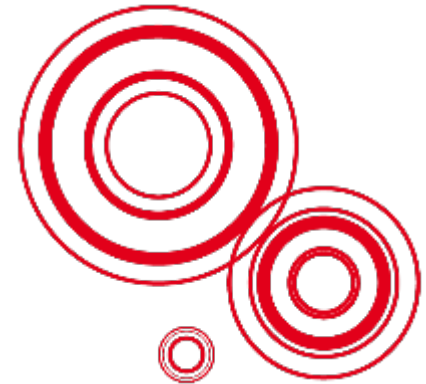


The **Why, What & How**

of sustainable partnerships with individuals,
families & communities from culturally diverse
backgrounds



Gudrun Gilles
GoodRun Solutions



OVERVIEW

- Introduction to Framework
 - Feature Me
 - Pillars of Practice
 - Take Away
 - Qualification
- Creating Sustainable Relationships
 - Intention
 - Context
 - Action
 - Reflection

FEATURE ME

WORKSHOP PRINCIPLES

- F**oster and expect respect
- E**ncourage involvement and challenge
- A**cknowledge participant needs and motivations
- T**rack wellbeing
- U**tilise multi-sense and active learning strategies
- R**epresent integrity and authenticity
- E**volve through feedback
- M**aintain confidentiality
- E**ngage with Outcomes

Participants may on the day add to or adapt these principles to reflect the unique composition of individuals and topics for the day.



TAKE AWAY

- Answers to some of the questions you may have around the need for, and purpose of partnerships with individuals and communities from diverse backgrounds
- Thinking of the relevance of community partnerships to your setting
- A starting point for strategies to apply in your setting

Does this reflect your expectations?

QUALIFICATION

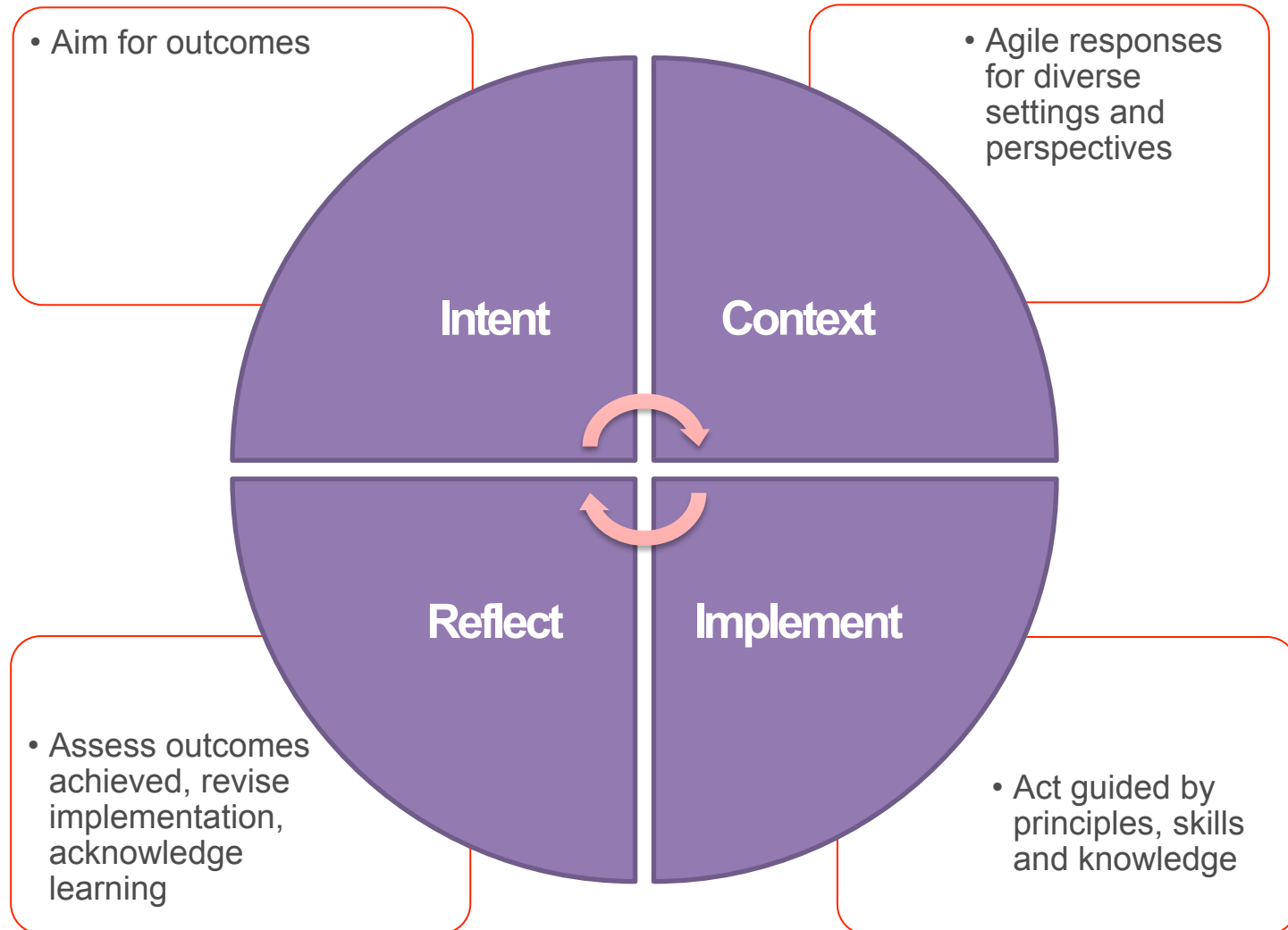
For this workshop I have made the assumption that you are starting right at the beginning in planning your community partnerships.

Each element touched on during this workshop can be explored a lot deeper. It is up to you and your team how far you want to 'drill' into each component of this process.

You can change the order of elements or skip elements depending on where you and your service are.

PILLARS OF PRACTICE

The four A's of 'ICIR'



INTENTION

WHY do you want to build sustainable partnerships with individuals, families & communities from culturally diverse backgrounds?

In your discussions consider

Principles outlined in EYLF

- Secure, respectful and reciprocal relationships
- Partnerships
- Respect for diversity

Over to you: Group exploration at tables



INTENDED OUTCOMES

Support children in:

- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across cultures

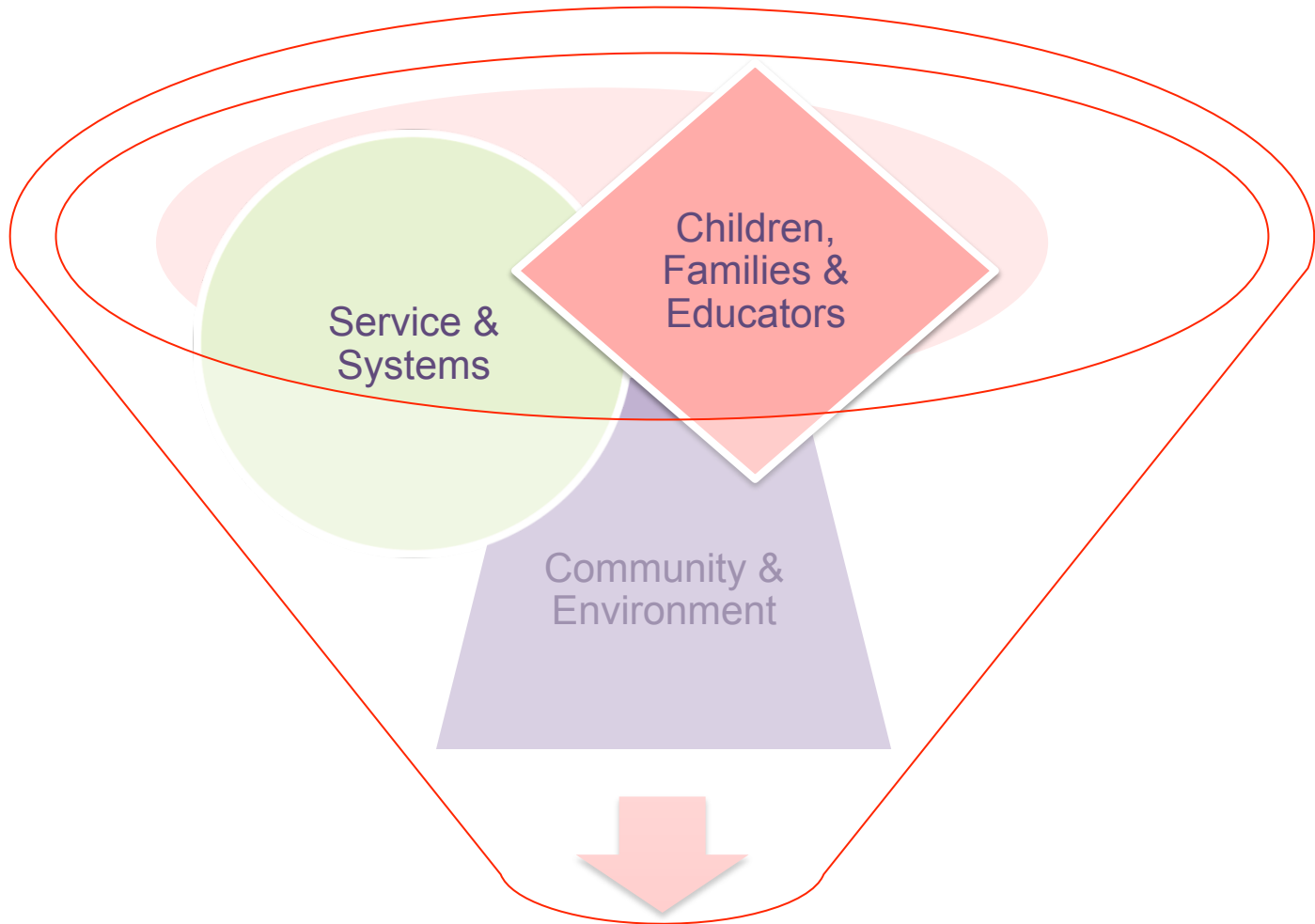
CONTEXT

Let's profile some of the elements that
impact on

WHAT

kind of partnerships you want to pursue

PARTNERS



DIVERSE in purpose and culture

CHILDREN, FAMILIES, EDUCATORS

A good understanding of who the people are that 'make' your service is essential to any good strategic and operational planning



ABOUT DIVERSITY

Diversity consists of visible and nonvisible differences which will include factors such as sex, age, background, race, disability, personality and work style

(Kandola & Fullerton 1998)

PEOPLE

Which characteristics of people's diversity impact on your planned Community Partnerships?

EDUCATORS

CHILDREN

FAMILIES

Identify what the top three characteristics in each people group are and how would they impact on a community partnership project?

COMMUNITY

What is Community?

A community is a place where people come together to share common interests and resources.

Simply put, society could be best described as the way we do things, and community is who we do things with.

EARLY CHILDHOOD SYSTEM CONTEXT

As early childhood educators, creating a 'sense of community' is an important part of what we do. It is integral to the core themes of belonging and identity that run through the *Early Years Learning Framework* (EYLF)

'Children learn about themselves and construct their own identity within the context of their families and communities'

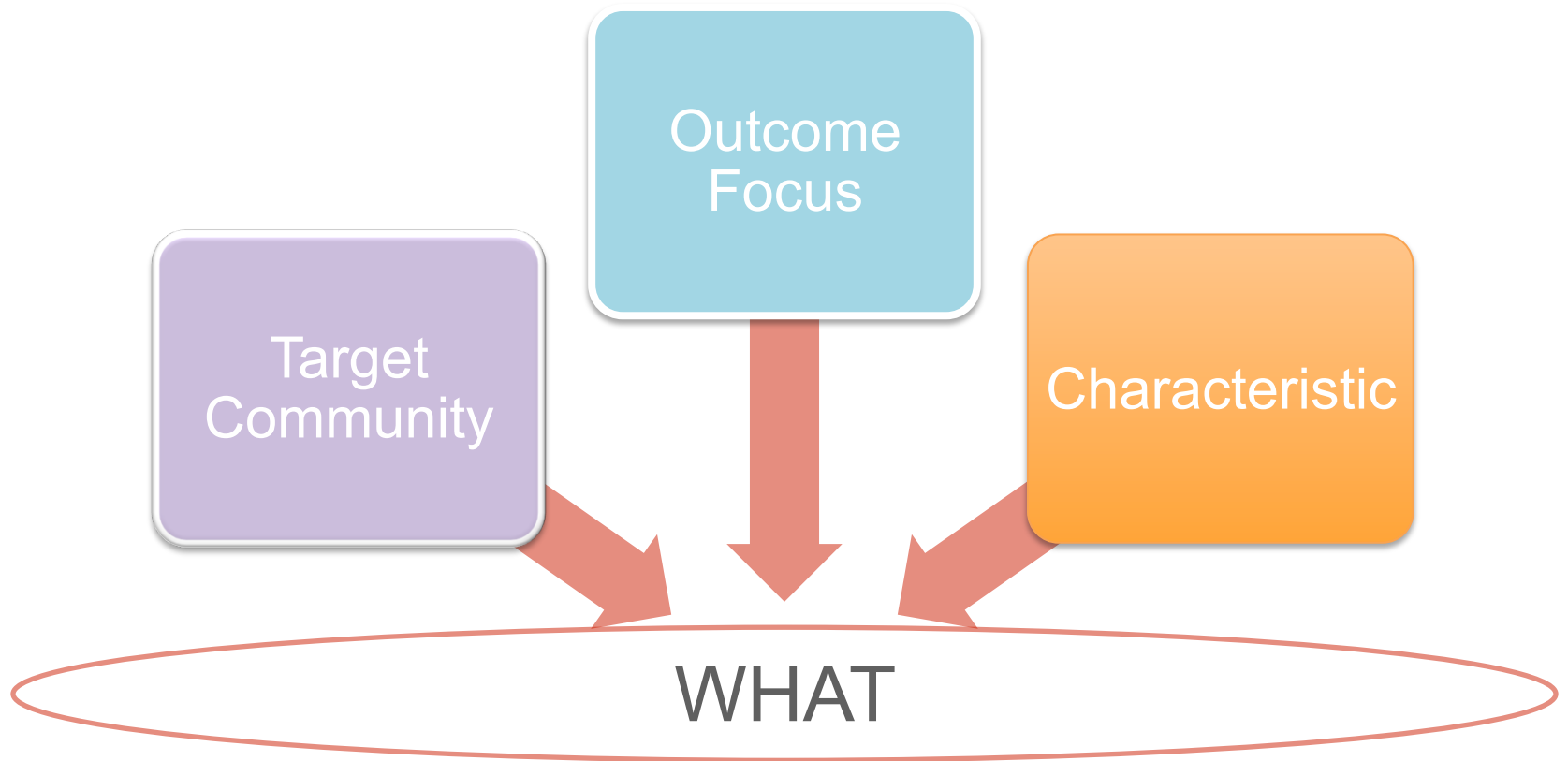
(DEEWR 2009, p20)

Examples of community groupings in which children belong

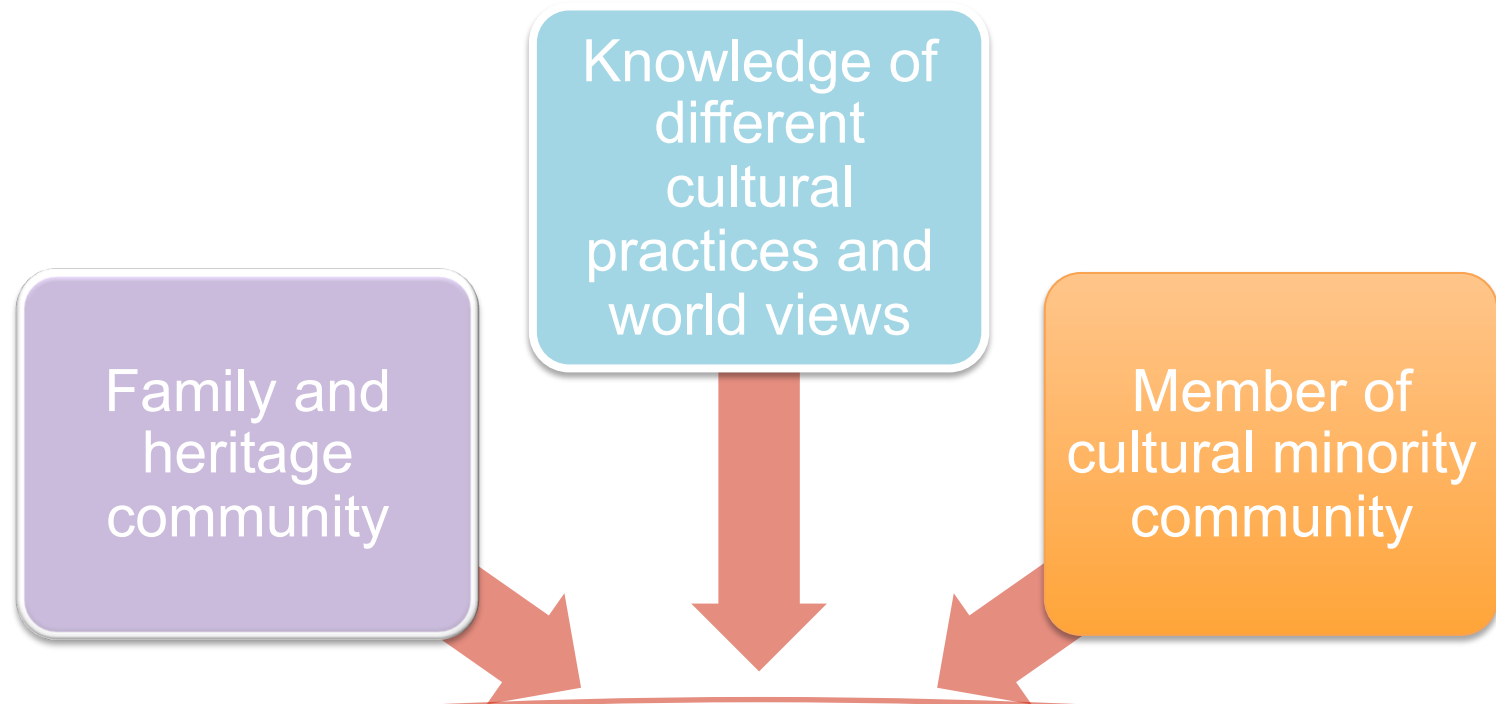


- A child can belong to a number of communities within community groupings
- Some communities and members of communities overlap and interface
- Each community has its own culture - culture is not static

MATCHING PROCESS



EXAMPLE



Children to gain knowledge of the five most minority cultural groups represented in our service

IMPLEMENTATION

At this point you have all the components to move toward the **‘HOW’** ...

- are we **equipped** to make commitments to this project?
- much **capacity** do we have to develop and maintain sustainable partnerships?
- can we **connect** with the target community?
- to **establish** a base of mutual benefit?
- to **present** our ideas, set expectations and establish can we establish and maintain momentum?

ACTION

Confirm Commitment

Check that everybody is on board



Allocate Responsibility

Somebody needs to lead the Partnership from your side



Make Resources Available

You may want to go through a budget process



Action Plan and Tracking

Include activities with the target community and extensions

REFLECTION

- What has our journey been in this project?
- What are we doing?
- Why are we doing it the way we are doing it?
- What outcomes have we achieved?
- Have we been respectful and inclusive during our journey?
- Have we applied diverse ways of acting and thinking?
- What will strengthen the future of this project?

Adapted from MacNoughton (2003)

Build regular reflection time into your staff meetings and supervision sessions

Seek and evaluate feedback from all stakeholders

This workshop has been based
on the belief that...

Educators become more effective through
critical reflection and a strong culture of
professional enquiry

