

Standard 16: Community Involvement

Promoting community involvement requires the establishment of networks and connections evidenced by policies, procedures and actions which extend and support all adults' and children's engagement with the wider community.



Standard 16: Community Involvement

Component 16.1

The setting has gathered and made available a comprehensive range of information on resources at local, regional and national levels.

Component 16.2

The setting has established links which have the potential to extend and develop its involvement in the wider community.

Component 16.3

The setting is connected and integrated with the local, regional and national community.

Component 16.4

The setting actively promotes children's citizenship in their local, regional and national community.

Component 16.1

The setting has gathered and made available a comprehensive range of information on resources at local, regional and national levels.




 See 12.2

→ Signposts for Reflection

16.1.1 What information do you have available on the range of amenities, services and opportunities available at local, regional and national level that can be used to support and complement the goals and objectives of your service?



Think about: (e.g.)

- Professional support (e.g., County Childcare Committees, trade unions, Traveller organisations, Barnardos, membership organisations [e.g., National Children's Nurseries Association, Forbairt Naíonraí Teo, Irish Montessori Education Board], other early childhood practitioners and services networks (e.g., Border Counties Childcare Network), etc.  See 11.4
- Health services (e.g., doctor, public health clinic/nurse, preschool officers, therapists, dentists, Early Intervention Team, etc.)  See 9.2
- Parent support (e.g., parenting programmes, social clubs/societies, support groups for families of a child with a disability, etc.)  See 3.3
- Other ECCE services (e.g., parent and toddler groups, crèches, childminders, primary schools, after school programmes, post-primary schools and colleges, etc.)
- Educational/learner support (e.g., schools, adult education opportunities, training organisations, etc.)

- Cultural (e.g., theatres, music centres, museums, art centres, libraries, heritage centres, sports clubs, voluntary groups [e.g., drama, dance, etc.], etc.)
- Social and environmental (e.g., parks and gardens, sports facilities, fire station, Gardaí, open farms, zoo, cinema, etc.)
- Internet/websites

16.1.2 How do you make this information available and raise awareness of these resources?



Think about: (e.g.)

- Use of bulletin boards, information area/website
- Newsletter/parent booklets/e-mail
- Information sharing sessions/evenings in the setting
- Outings/field trips/participation in community events

16.1.3 How do you make the community aware of the activities and services your setting contributes to supporting children and families?



Think about: (e.g.)

- Newsletter
- Website
- Information meetings
- Connection with local media

Component 16.2

The setting has established links which have the potential to extend and develop its involvement in the wider community.

→ Signposts for Reflection

- 16.2.1 How familiar are you with the roles, responsibilities, programmes and services of other organisations involved with children and families in your local community?
- 16.2.2 How do you make use of these amenities and services to enhance the children's/ parent's experience, awareness and appreciation of their own local community?



 See 2.5

 See 7.4

Component 16.3

The setting is connected and integrated with the local, regional and national community.

→ Signposts for Reflection


- 16.3.1 To what extent is your setting actively involved in networks at local, regional and national level that support and enhance the achievement of your goals and objectives?
- 16.3.2 What partnerships and professional relationships have been developed with community organisations, services and other professionals?
- 16.3.3 What resources and amenities in your local community do you use regularly to enrich and enhance children's experiences in your setting and engagement with their environment?  See 7.4  See 14.2 / 14.3



Think about: (e.g.)

- The natural environment (e.g., fields, beach, woods, mountains, etc.)
- Park, swimming pool, sports grounds
- Cinema, theatre, library
- Supermarket, post office, florists

Component 16.4

The setting actively promotes children's citizenship in their local, regional and national community.  See 14.2 / 14.3




Signposts for Reflection

- 16.4.1 How do you try to ensure that setting activities are regularly coordinated with community agencies and/or local schools?



Think about: (e.g.)

- Transitions policy  See 13.2
- Residents' Associations
- Community initiatives (e.g., arts centres, youth groups, tidy towns, retirement homes, etc.)
- Sports groups

- 16.4.2 How do you enable babies and young children to be present/participate in events and activities within the community?



Think about: (e.g.)


- Outings, field trips
- Participation in community events (e.g., market day, school fairs, St. Patrick's Day parade, etc.)

Standard 16: Community Involvement

- Facilitating visits to the setting by representatives of a variety of community resources (e.g., Garda, fire officer, shopkeeper, librarian, artist, storyteller, etc.)

 See 3.2

 See 14.2

- Involving children in partnerships with other services (e.g., visiting the local retirement home, fundraising for animal shelter, ecological projects, etc.)
- Integrating local knowledge, environmental and cultural activities into the curriculum/programme  See 7.3

Conclusion

Síolta challenges everyone working in the ECCE sector to think about the quality of the experiences we provide for young children. This manual aims to make the process of working with the Framework as clear as possible. It is intended that the discussion, reflection and debate on the Principles, Standards, Components and Signposts will enrich both the lives of children and the professional practice of adults.