

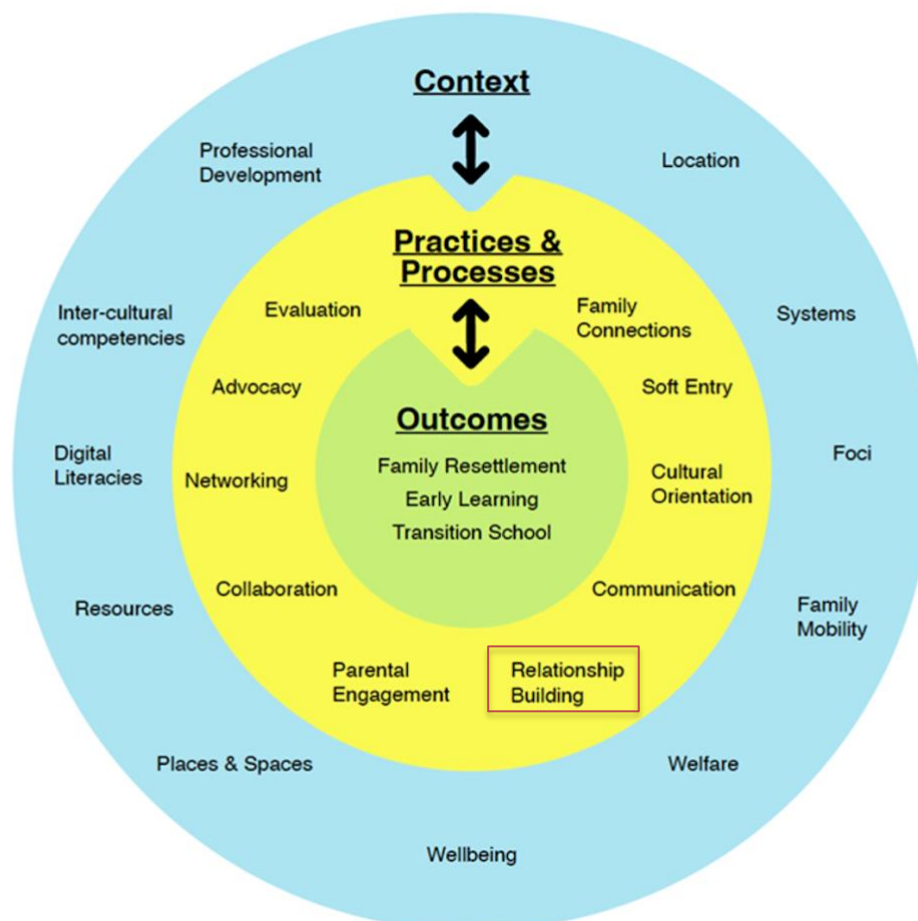
Professional Development Resource

Topic: Relationships matter

Video pod 1: Relationships Matter

Please see link [here](#).

This video pod shares key ideas on why relationships matter to leaders and facilitators in community hubs and centres. It features the ideas that leaders and principals in three different schools and community centres utilised to foster relationships between the school, community, and families in different contexts. The focus on building relationships aligns with the *Knowledge Translation Framework* domain of 'Relationships' that were identified as central to facilitating integration of families, enhancing learning opportunities and educational and social networks. The positionality of the domain of relationships' is depicted in the *Knowledge Translation Framework* developed below.



Vignette	Key ideas shared in the vignettes	After watching the vignettes, document your reflections and take away messages here to share with others
1	<ul style="list-style-type: none"> • The principal needs to build strong relationships and nurture them, as this is crucial for the success of any program in the school community. • Demonstrating a sincere interest, as a principal, in the programs, and working closely with the Schools as Community centres (SaCC) facilitator is important to achieve goals and vision for the school community. • School staff should work together to make a difference in the lives of refugees and their families, as one community. 	
2	<ul style="list-style-type: none"> • The community being served by Jericho Community Learning Village is largely Iraqi, and therefore requires a unique approach to outreach and engagement. • All members of staff are considered outreach or hub leaders and have a responsibility to engage with families and build relationships. • Bi-cultural workers and language support staff are employed to work with families who speak Arabic and other languages. • The hub/centre focuses on building strong relationships and a sense of community, recognizing that families may have journeyed overseas for a better life for their children and may need support in navigating transitions. 	
3	<ul style="list-style-type: none"> • When it comes to relationships between centres and refugee families, the hub leaders prioritize taking proactive steps to address any issues that may arise, particularly when it comes to challenges 	

	<p>faced by children in adjusting to playground rules and ensuring their safety.</p> <ul style="list-style-type: none"> • Problem solving together is key aspect of building and maintaining good relationships. 	
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Questions/Learning Activity: Building positive relationships with refugee families, children and community organisations.

1. Based on the vignettes above, how can leaders and facilitators build and nurture strong relationships with families, school staff and educators, to create a sense of community within their schools?
2. How can leaders and facilitators effectively communicate with families from diverse cultural backgrounds to better understand their cultural and linguistic needs and provide support to settle and achieve children's educational outcomes in Australia?
3. What strategies can leaders and facilitators use to engage and collaborate with other members of the school leadership team to support families and children in the community?
4. How can leaders and facilitators promote a culture of inclusivity and respect within their schools, particularly in relation to families from refugee backgrounds?
5. How can leaders and facilitators develop and maintain strong relationships with external organizations to support refugee families, and what role do these partnerships play in enhancing the support and services offered to these families?
6. What professional development opportunities are available to hub and centre leaders to improve their understanding of cultural competency and to develop strategies for working effectively with families from diverse backgrounds?