



Collaborative Partnerships with Families Educators

NQS Element 1.1.1 Approved learning framework

NQS Element 1.1.2 Child-centred

NQS Element 1.3.3 Information for families

NQS Element 6.1.2 Parent views are respected

NQS Element 6.1.3 Families are supported

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = Embedded I do that ALL the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

ED1 ED2 ED3 ED4 ED5

Display

Is the curriculum displayed where families can easily see it?					
Is learning documentation displayed where families can easily see it eg learning stories and photos?					

Communication

Do you welcome families at drop off and pick up times eg use their names and ask how their day has been?					
Do you exchange information with families at drop-off and pick up time eg do you					
• tell families about your interactions with their child during the session?					
• take families to curriculum wall at pick up time and discuss?					
• make sure families can see how the information they gave you was used to promote their child's learning?					
• ask families about experiences and resources child uses at home?					
Do you show children the photos they're in on the curriculum wall so they'll show families?					
Do you talk with families about their preferences around rest, food etc?					
Do you work with families so there are consistent routines at the service and home where possible?					
Do you give families information about local schools and how ready their child is for school?					
Do you respond to families' suggestions/ queries quickly and professionally?					
Do you 'read between the lines' about what may be happening at home (and impacting children) and discuss sensitively with families?					
Do you invite families to contribute to the curriculum eg					
• share their culture with the children directly or through cultural objects?					
• take an activity in which they have a special interest/expertise?					
• Contribute materials eg boxes, ribbons, paper, empty food containers?					
• share family photos ?					
• bring in objects which hold special meaning for the family?					
Do you regularly communicate with families eg via communication book in room or closed Facebook groups?					

Community/Support Agencies

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Do you tell families you are there to help them with any issues affecting their child eg developmental, social, health?					
Do you offer to connect families with professional support in the community?					
Do you provide families with current information on the relevant topic?					
Do you work with families and outside professionals to develop/implement support plans?					
Assessment Cycle					
Do you organise regular family input eg using hard or soft copy 'weekend sheets'?					
Do you use family input to plan the curriculum?					
Do you plan activities which reflect the culture of all children and community?					
Do you talk with families about their child's strengths, interests and needs?					
Do you use this information to plan activities and learning?					
Do you make an appointment with families if they ask for information about their child's progress and relationships etc and you don't have time to respond with all relevant information?					
Do you talk to the Group leader about making an appointment with families if you're concerned about the child's progress towards learning outcomes?					
Do you invite families to participate in regular evaluations of their child's progress?					

Actions required