



# Partnerships with Families (2) Educators

## NQS Element 6.1.2 Parent Views are Respected

|                 |  |
|-----------------|--|
| 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**

### Curriculum

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Do you invite families to share their knowledge, skills, expertise, family life and culture - either directly with children, or with you so you can include in the curriculum? The sharing may involve artefacts, photos, stories, talks, demonstrations etc.                                      |  |  |  |  |  |
| Do you discuss with families what they value and expect their child to learn eg social skills, literacy/numeracy, physical development – and ensure this is included in the curriculum where appropriate?  |  |  |  |  |  |
| Do you regularly talk with families about their child’s needs, interests, preferences and strengths (in a private space if required) and use the information when implementing curriculum and care routines?   |  |  |  |  |  |
| Do you adapt your practice so each child can best achieve their learning outcomes given their particular family and community situation - without letting your personal beliefs and values impact outcomes?  |  |  |  |  |  |
| Do you regularly share with families each child’s achievements and your interactions with them eg at drop off/pick up, through Facebook groups?  |  |  |  |  |  |
| Do you regularly give families opportunities to make decisions or provide feedback about their child’s learning eg through unscheduled ‘in-room” discussions about activities/curriculum, formal appointments/interviews, via email, Facebook groups etc – and implement their decisions/feedback? |  |  |  |  |  |
| Do you build strong relationships with families and use these to help implement consistent routines at home and the service which comply with service policies, and ensure children’s rights eg behaviour, rest, food, transitions etc?  |  |  |  |  |  |
| Do you tell families about any incidents involving their child as soon as possible (and always before they collect their child)?   |  |  |  |  |  |

### Actions required