

# Collaborative Partnerships Exceeding Themes Nominated Supervisor

## Standard 6.2

Name of the person conducting the checklist: \_\_\_\_\_ Date: \_\_\_\_\_

### Embedded Practice

Is there evidence all educators establish and maintain links/relationships with community members and organisations to strengthen children's learning, wellbeing and participation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently help organise inclusion support where required so each child can fully participate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently share information and collaborate with families, staff and other relevant people to promote children's continuity of learning and ensure effective transitions?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you and all educators discuss (eg with an assessor) how community connections are used to increase each child's inclusion and participation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Critical Reflection

Is there evidence you and all educators regularly contribute to critical reflections about collaborative partnerships, taking into account current recognised guidance on effective collaboration and personal, professional and organisation values?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators often look for new links/relationships to support children's learning, wellbeing and inclusion?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can discuss (eg with an assessor) how they use community connections to meet the principles and practices of EYLF/MTOP, and how their inclusion support and transition practices are consistent with EYLF/MTOP and service policies and procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can discuss (eg with an assessor) how their inclusion support and transition practices consider the rights and circumstances of each child (social justice and equity)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can discuss (eg with an assessor) that they're aware of their own biases and the ways they ensure these don't impact children and families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can discuss (eg with an assessor) how they challenge stereotypes (eg about cultures and genders) and positively promote different cultures, including that of Indigenous Australians (eg through connections with local Elders)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you ensure any change to collaborative partnerships is understood by all and implemented appropriately?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Engagement with families and community

Is there evidence your collaborative partnerships reflect the unique geographical, cultural and community environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence your collaborative partnerships reflect the priorities and voices of children and families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators help families access relevant community services, including those which support children's changing needs and inclusion, whether or not they directly ask for help?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you're committed to building and maintaining effective community partnerships, including with local Elders?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Actions required

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