

# Collaborative Partnerships with Families Director

NQS 1.1.1 Approved learning framework

NQS 1.1.2 Child-centred

NQS 1.3.3 Information for families

NQS 6.1.2 Parent views are respected

NQS 6.1.3 Families are supported

		Display
yes	no	Is the curriculum displayed where families can easily see it?
yes	no	Is learning documentation displayed where families can easily see it eg learning stories and photos?
yes	no	Is information about EYLF and the Learning Outcomes displayed where families can see it?
		Management Practices
yes	no	Are families invited to participate in regular evaluations of their child's progress?
yes	no	Is there an evaluation schedule covering each child?
yes	no	Do you respond to families' suggestions/ queries quickly and professionally?
yes	no	Do you 'read between the lines' about what may be happening at home (and impacting children) and discuss sensitively with families?
yes	no	Do you give families information about local schools and how ready their child is for school ie through a readiness for school program?
yes	no	Is there a process/tool which educators use to regularly communicate with families eg communication book in room or closed Facebook groups?
yes	no	Are families notified as soon as possible if their child is involved in an incident?
		Educator Practices
yes	no	Do educators welcome families at drop off and pick up times? eg use their names and ask how their day has been?
yes	no	Do educators exchange information with families about the daily curriculum and children's activities outside the service at drop-off and pick up time?
yes	no	Do educators talk with families about their preferences around toileting, sleep/rest, food etc?
yes	no	Do educators work with families so there are consistent routines at the service and home where possible?
yes	no	Do educators organise regular family input eg using hard or soft copy 'weekend sheets'?
yes	no	Do educators use family input to plan the curriculum?
yes	no	Do educators invite families to contribute to the curriculum by taking an activity in which they have a special interest/expertise, bringing in objects which hold special meaning for the family or sharing their culture etc?

yes	no	Do educators plan activities which reflect the culture of all children and community?
yes	no	Do educators talk with families about their child's strengths, interests and needs?
yes	no	Do educators use this information to plan activities and learning?
yes	no	Do educators make an appointment with families if they ask for information about their child's progress and relationships etc and educators don't have time to respond with all relevant information?
yes	no	Does the Room Leader make an appointment with families if they're concerned about the child's progress towards learning outcomes?
yes	no	Do educators invite families to participate in regular evaluations of their child's progress?
		<b>Community and Support agencies</b>
yes	no	Do you offer to connect families with professional support in the community?
yes	no	Do you provide families with current information on the relevant topic?
yes	no	Do you work with families, educators and outside professionals to develop/implement support plans?

Actions required			
Date actions to be completed	.../.../..	Date actions completed	.../.../