

Information sheet

BELONGING, BEING & BECOMING

Partnerships

Partnerships involve educators, families, other professionals, community members and teachers in schools working together. The foundation of partnerships supports the best interests of children to explore the learning potential in everyday rituals, routines, transitions and play experiences. This leads to active participation and engagement in learning that is inclusive of children with diverse backgrounds, family structures and capabilities.

This information sheet highlights the changes to the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Principle – Partnerships. It provides you with reflective questions as you consider your practice, service philosophy and children’s program in relation to this Principle.



Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child’s learning and development. The EYLF V2.0 Principle, Partnerships is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

Element 1.2.2: Responsive teaching and scaffolding – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.

QA3: Physical environment

Element 3.2.1: Inclusive environment – Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.

QA4: Staffing arrangements

Element 4.2: Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.

QA5: Relationships with children

Standard 5.1: Relationships between educators and children – Respectful and equitable relationships are maintained with each child.

QA6: Collaborative partnerships with families and communities

Standard 6.2: Collaborative partnerships – Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

QA7: Governance and Leadership

Element 7.1.1: Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.

Standard 7.2: Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community.

Learning outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

What is the change?

- The Principle of Partnerships has been strengthened to include working with diverse families, developing culturally safe spaces, and strengthening connections with child and family professionals and school communities.
- The definition of Partnerships has also been broadened to include children, other professionals and communities, including schools.

Rationale for the change

- Acknowledging the fundamental importance of strong and effective partnerships.
- [Cultural safety](#) is key to fostering partnerships and relationships with families.
- Recognising the role of children and families in decision-making.
- Ethical partnerships are a central understanding.
- New understandings about the role of digital technologies, the use of media and popular culture and the role of the educator in assisting children and families with knowledge about this and e-safety.
- [Trauma-informed](#) practice is important to understand in strengthening partnerships and reinforcing [relational pedagogy](#).

What this looks like in practice?

- Educators [continually and genuinely collaborate](#) and partner with children, families, other professionals, community members and teachers in schools to support children's learning, development and wellbeing.
- The service's philosophy has a strong commitment to valuing diversity, inclusive practice and connecting to the community.
- Educators demonstrate a respect for family perspectives and expectations, such as for sleep/rest, food preferences, dietary needs, cultural experiences, etc.
- Educators respect all children and families regardless of background, ethnicity, languages spoken, religion, family makeup or gender.
- Educators, children and families collaborate in curriculum decisions to ensure that learning experiences are meaningful.
- Active communication, consultation and collaboration is evident and contributes to children's inclusion, learning and wellbeing.
- Educators recognise the importance of extended families, kinship ties, carers and guardians in children's lives.

- Families contribute to service processes, such as reviewing the service philosophy and self-assessments, revising policies and procedures, and identifying goals for the Quality Improvement Plan.
- Educators continually reflect on their ongoing commitment to building partnerships in their service and community and engaging with other professionals in a child's life to support their development and wellbeing.
- Educators actively participate in their community, connecting and supporting partnerships with local Aboriginal and/or Torres Strait Islander communities.

Reflective questions and provocations

- How could this Principle be strengthened in your service philosophy to support and embed quality?
 - » Child Australia – [Welcoming conversations with CALD families](#)
- How often do you reflect on what the concept of family means to each child to nurture the important relationships that exist between children and their families?
 - » Child Australia – [Build strong partnerships with families](#)
- How do you help all families to feel comfortable, welcome, respected and valued at your service?
 - » ACECQA – Information sheet – [QA6 Building partnerships with families](#)
- What role do families play in your service? How can we recognise their contributions?
 - » Community Child Care – [How to generate family involvement in service management](#)
- How does the information that families provide to the service contribute to operational decision-making? What strategies are in place for information sharing between families and the service during orientation, settling in and onwards? Is our communication reaching all families?
 - » ACECQA – Information sheet – [QA6 Enrolment and orientation](#)
- How do we support families to access community services and resources? How do we find out what kinds of support would be beneficial to families?
 - » Commonwealth of Australia – [Engaging with families: Social Media – Policies](#)
- What resources can you access to support children and families who have or are experiencing trauma? How do you implement trauma-informed practices in partnership with children, families and other professionals?
 - » Emerging Minds – [Trauma responses in children aged 2–4 years](#)

- How do you connect with other professionals to support the best outcomes for children?
 - » Victorian Department of Education – [VEYLDF Practice principles – Partnerships with professionals \(YouTube\)](#)
- How do you foster partnerships between families, communities and other professionals to support the ecological systems in a child's life?
 - » Victorian Department of Education – [VEYLDF Practice principles – Partnerships with families \(YouTube\)](#)
- How do you consistently support e-safety knowledge of children, educators and families?
 - » eSafety Commissioner – [eSafety Early Years program for educators](#)
- How do you consider the differing needs between infants, young children and preschoolers in developing strong partnerships?
 - » Be You – [Transitions for babies and toddlers](#)

ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Information sheet – Family day care – Enrolment and orientation](#)
- ACECQA – [Information sheet – QA6 Building partnerships with families](#)
- ACECQA – [Information sheet – QA6 Enrolment and orientation](#)

Other references and resources

- Be You – [Transitions for babies and toddlers](#)
 - © Australian Government. All rights are reserved.
- Child Australia – [Build strong partnerships with families](#)
- Child Australia – [Welcoming conversations with CALD families](#)
- Commonwealth of Australia – [Engaging with families: Social Media – Policies](#)
- Community Child Care – [How to generate family involvement in service management](#)
- Early Childhood Australia (ECA) – [Code of Ethics](#)
- Early Childhood Australia (ECA) – [Engaging with families – Social Media: an open and closed book](#)
 - © Copyright Early Childhood Australia, All Right Reserved.
- Emerging Minds – [Trauma responses in children aged 2–4 years](#)
 - © Copyright Emerging Minds. All Right Reserved.
- eSafety Commissioner – [eSafety Early Years program for educators](#)
- Victorian Department of Education – [VEYLDF Practice principles – Partnerships with families \(YouTube\)](#)
- Victorian Department of Education – [VEYLDF Practice principles – Partnerships with professionals \(YouTube\)](#)
- Victorian Government – [Partnerships with families – principle 2](#)
- Victorian Government – [Partnerships with professionals – principle 8](#)