



PRINCIPLE

Partnerships

Educators actively collaborate and partner with children, families, other educators and professionals, and community members to support children's learning, development and wellbeing.

When families and schools collaborate and build respectful relationships, it helps children to develop a positive sense of self and experience respectful relationships. Educators recognise a child's family as their first and most influential teacher, and actively develop partnerships to build on this to strengthen every child's sense of belonging and sense of self as capable and confident. Educators partner with children and families to develop learning experiences that are meaningful, engaging and support continued growth. The diversity of families is acknowledged, respected and reflected in curriculum decisions.

Children benefit from educators and schools engaging with local communities as these partnerships strengthen children's interest and skills in being active contributors to their community. Collaborative partnerships meaningfully enrich and connect programs, practices and policies to children's lives and support children to respect and value diversity.

Partnerships and open communication with other professionals and services within the community lead to shared understandings and build capacity to support children's full participation and inclusion.

Transitions between early childhood settings as children commence school, and transition within school, are supported when strong partnerships are established and maintained. Research affirms that prioritising relationship-building and recognising a child's existing funds of knowledge, can make a profound difference in their sense of belonging and success at school (Barblett, n.d.).

Reflective Question 1

Learning experiences are meaningful when educators, children and families form partnerships and collaborate in curriculum decisions. Educators recognise the importance of extended families, kinship ties, carers and guardians in children's lives.

How do you move beyond developing positive relationships and rapport with families to engaging families as partners and collaborators to enrich children's learning?

Reflective Question 2

Culturally responsive, relational and place-based pedagogies are central to meaningful teaching and learning experiences. A key aspect of this is the fostering of partnerships with the community.

How do your partnerships with community members influence and inform your practice?

Reflective Question 3

Partnerships with allied health services and education organisations and associations bring together specialised knowledge and skills essential for supporting children's diverse learning, development and wellbeing. Fostering these partnerships alongside partnerships with children, families, other educators and the community enables educators to provide a holistic and responsive curriculum.

How do our actions reflect the importance of partnerships and how do we work well with quality external services and professional organisations?

Any content in this document that has been derived from the Australian Government Department of Education's *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (V2.0) may be used under the terms of Creative Commons Attribution 4.0 International licence.

Barblett, L. (2025, June 27). [Quote about how relationship-building creates a sense of belonging for children]. ECU Newsroom. Retrieved July, 2026, from <https://www.ecu.edu.au/newsroom/articles/research/building-students-confidence-begins-at-kindergarten>

Butterfly header graphics adapted from: majivecka. (2014). *Vector White Background. Stock Illustration*. Retrieved April, 2026, from <https://www.istockphoto.com/vector/vector-white-background-gm500869879-43143100?phrase=butterflies>

