**Section 26.250 Collaborative Relationships**

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands schools as organizations within the larger community context.

2) understands the benefits, barriers, and techniques involved in school/family relationships.

3) understands the collaborative process and the skills that are necessary to carry out the process.

b) Performance Indicators – The competent early childhood teacher:

1) uses appropriate health appraisal procedures and recommends referrals to appropriate community health and social services when necessary.

2) establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support children's development, learning, and well-being.

3) develops relationships with parents/family to acquire an understanding of students' lives outside of the school and to support parents/family in making decisions related to their child's development and learning.

4) supports parents in making decisions related to parenting and their child's development.

5) applies family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

6) links families with a range of family-oriented services based on identified resources, priorities, and concerns.

7) establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team.

8) identifies and uses community resources to enhance children's development, learning, and well-being and to explore career opportunities.

(Source: Amended at 45 Ill. Reg. 14807, effective November 10, 2021)