

Parent and Whānau Collaboration Policy

Designation: Curriculum

Rationale:

Te Rāwhiti Kindergarten values the contributions and involvement of parents and whānau in their child's education and care. We strive to promote true collaboration and power sharing with whānau to positively promote the learning of tamariki. We ensure that parents are advised how to access relevant information concerning their tamaiti, the operation of the kindergarten and inform them of any planned reviews or consultation.

Te Whāriki:

Family and Community/Whānau Tangata: The wellbeing of each tamaiti is interdependent with the wellbeing of their kaiako/whānau.

Procedures:

Whakawhanaungatanga

***Whakatupungia te pā harakeke, kia tupu whakaritorito
Nurture the essence of whānau, that it may flourish.***

Whakawhanaungatanga threads through all that we do. We strive to build responsive, respectful, and reciprocal relationships with our tamariki, whānau, and the wider community through honest and open communication. To do this, we need to be willing to give something of who we are. We have an emphasis on values such as respect, empathy, acceptance, sharing, and caring for others. We view our kindergarten as our marae, and any manuhiri who come, then become part of our kindergarten whānau.

1. Prospective whānau will be invited to an information session to learn about the kindergarten, including its philosophy of practice and special character.
2. After this, interested parents will meet for an enrolment interview with the kaiārahi and fill out the special character survey.
3. All new parents will be given an enrolment pack and a parent handbook outlining:
 - a) The programme and philosophy.
 - b) The kindergarten's bicultural practice.
 - c) Accidents and illness.
 - d) Positive guidance.
 - e) Practicalities, such as what to bring to kindergarten.
 - f) Donation's structure.

- g) Parent and whānau involvement in the service, including parent/kaiako communication and opportunities to contribute to kindergarten review.
 - h) How to access: information concerning their tamaiti; the service's operational documents including policies and procedures and day-to-day operational documents; the kindergarten's most recent ERO review; MoE funding expenditure.
4. Before their first day, whānau will be offered a home visit, or opportunity to meet with the class kaiako in the kindergarten. This is an opportunity for the kaiako to begin to build relationships and get to know the tamaiti and whānau, learn about the child's home-life and whakapapa/culture, learn about the parent's aspirations for the tamaiti and begin to develop a settling plan with the parents/whānau.
 5. Class kaiako will work with parents and whānau to support the settling in of each new tamaiti to meet the individual needs of each tamaiti and their whānau, along with that needs of the class.
 6. The kaiārahi will maintaining noticeboards on all sites with parent information including:
 - a) The current Education (Early Childhood Services) Regulations 2008 and the Licensing Criteria for early Childhood Education and Care Services 2008.
 - b) Full names and qualifications of staff.
 - c) The kindergarten's current license certificate.
 - d) A complaints and concerns procedure for non-compliance.
 7. Regular whole kindergarten and school panui/newsletters, written by the kaiārahi and school principals, will be sent to parents and whānau with current news and upcoming events. Termly panui/newsletters will be sent by the kaiako of each class to share specific news about that group.
 8. Parent evenings (whānau hui) are held during Term 1 by the kaiako of each class and provide an opportunity to talk about current events, group learning, the kindergarten philosophy, and various aspects of child development.
 9. Parent or whānau/teacher meetings (kaiako/whānau hui) are held in Term 2 by the kaiako in each class and provide an opportunity to talk individually with parents about their child's progress, their aspirations, share planning and assessment documentation, learn from parents about what is happening in their home environment and address any questions or issues.
 10. Whānau/kaiako hui in term 4 for whānau whose tamariki are moving to class 1 the following year, to discuss 6-year-old observations for transition to school.
 11. Kaiako are available for one-on-one meetings throughout term with parents upon request.
 12. Each class will have one or two parent liaison people, their role is to be a link between the staff and parents. The parent liaison role is to communicate information about events such as working bees and trips, and to welcome new families.

13. Parent and whānau aspirations are actively sought, reviewed and used by kaiako to guide and inform individual planning and assessment.
14. Kaiako encourage parent participation in the programme through the contribution of particular skills and during outings.
15. Festivals, working bees and educational events will be held throughout the year for parents and whānau.
16. The kaiārahi will email parents to invite participation in current policy review.
17. Parents will be consulted on, and asked to contribute to, appropriate kindergarten evaluations and reviews, either by the class kaiako or kaiārahi and usually via email.
18. The kaiārahi will carrying out an annual survey of parents' satisfaction to inform the kindergarten's evaluation process.
19. Required documentation is made available to parents under Section 319B of the Education Act 1989.

Links To:

- Ministry of Education Licensing Criteria: C11, C12, GMA1-4, GMA12
- Education (ECS) Regulations 2008: 43
- Education Act 1989
- He Māpuna te tamaiti – Supporting social and emotional competence in Early Learning.
- Te Rāwhiti Kindergarten Parent Handbook.

Authorised:	Tash Robertson
Date:	28 October 2023
Review Date:	28 October 2025
Consultation Undertaken:	Yes