

# Parent Involvement Policy

## Rationale

To develop a partnership with parents and whānau that promotes and extends their child(ren)'s learning and development.

To ensure that all parties' values, needs and aspirations are respected.

To ensure that all parents and whānau feel welcome and have an opportunity to discuss concerns and participate in decision making concerning their child(ren). This will include discussions on progress, interests, abilities and areas for development on a regular basis and share specific observation based evidence

## Practice

An induction visit includes a discussion that establishes a relationship, shares about the teaching team's background, reviews the "ME" sheet and actively listens to parents/whānau opinions and views of their children/tamariki and the way they see the service's philosophy and curriculum meeting their needs and aspirations. During this discussion specific attention will be given to a family's culture, values, and aspirations and ways in which staff can partner together to ensure equitable outcomes for all children/tamariki.

Informal discussions will be regularly held with parents/whānau of all new children.

Notice board in the foyer and other displays around the centre will be used to communicate with parents/whānau. Emails, FB notices and printed information will be sent out as per need.

- Public notices, a schedule of fees, regulations, fire evacuation, policies, staff qualifications and who they are, are displayed on the main notice board in the entrance way.
- Notice boards around the classroom will display children's work, themes of hui groups and karaitiana kaupapa, 4 year old group and letter of the week and recent events such as holiday programme or visits from our community and whanau.
- Individual assessment and planning, predominantly in the form of learning stories, photos of the day's play, welcoming new children, are displayed on the walls (often with children's photos attached). Whanau photos are in the hui room and children's individual photos are in the main classroom at the children's reach.
- Children's work, projects and activities will be displayed throughout the centre environment in different ways at different times.

A parent library will include copies of Policies, Financial Reports, ERO Reports, local school prospectuses or information and relevant childcare material. Where available, these texts may be provided in Te Reo Māori and other languages, where available.

Photos of children and the day's activities will be posted daily or as soon as possible to the "closed" and "Private" Facebook page with a small explanation about what is happening with each photo and the PLO or on the main status update.

News and information to parents about recent events, upcoming programme initiatives, policy reviews and changes, news and general information, will for the main part, be posted on Fingerprints private Face Book page. Emails are also used for communication for certain (possibly official or confidential) news or information and occasionally, private messaging from Fingerprints Face Book page, when appropriate. Zoom was introduced as a communication tool during lockdown in 2020. This was used

for: Parents, childrens chat groups and 'virtual kindy' . Kaiako held meetings and general discussions between whanau and kaiako. Zoom will be used in different ways, should we have further lockdowns or pandemics, as per need.

Staff will compile a Learning Journal for each child. With approval from parents/whānau this will be displayed on a bookcase near the library corner in a manner that is accessible to all children/tamariki and parents/whānau. These journals are a shared undertaking and are to be a reflection of the child's life at the centre, connections to the wider world, significant learning and a celebration of achievements and shared goals. The journals will comprise a selection of observations, anecdotes, photos, children's work and stories about significant activities or learning contributed by all staff, parents and children. Written assessments of a child will be shared with children and their parents/whānau upon completion and feedback invited.

Casual conversations are encouraged between staff and parents/whānau about relevant observations of their child's learning, interactions and involvement in the programme. These conversations are expected to occur during drop-off and pick-up times and as parents choose to participate in the programme. Parents/whānau may also make an appointment for a review/meeting with the Centre Team Leader, Director or qualified teacher at a mutually suitable time. These more formal meetings may also be initiated by staff as necessary.

Fingerprints will organise at least 3 gatherings of parents/whānau and/or children that will be open to all whanau and local communities per year (depending on MOH guidelines). These gatherings are opportunities to develop friendships and a strong sense of community between families the centre serves.

Parents are invited to actively participate in the programme at any stage (following MOH guidelines). Fingerprints will invite parents to share their skills and talents through the incorporation of planned activities and events throughout the year and also informal, unplanned times that may evolve from the current curriculum or children's interest.

#### **GUIDING DOCUMENTS: Education (Early childhood) Regulations 2008 47, GMA 4**

Approved by:

Centre Director: *Hilary Henderson*

Date: December 2021

Service Provider

Contact Person: *Aaron Donaldson*

Date: December 2021

Reviewed: December 2021

To be reviewed: December 2023

2020

1 Is this policy working?

Further inquiry and review is needed now for parent involvement.

There are many new facets to this now.

2 Does it match our practice?

3 Is it supported by research?