

# Collaboration with whānau Procedure

Governance, Management and Administration



**Rationale:** Whaingaroa Childcare recognises the importance of communicating with parents and whānau about all aspects of their child's time in the centre, their rights to access information concerning their child and the service, and their rights be involved in developing policies and procedures of the service.

**Objective:** That Whaingaroa Childcare shall use a variety of ways to communicate with parents and whānau and inviting them to be a part of our programme.

## Enrolment process

- Prior to enrolment, whānau are given an induction booklet, which provides information about our Centre, such as our philosophy, routines, fees etc.
- whānau are provided with a link to access and read the following documents, which are signed for upon enrolment: -
  - Ministry of Health: Reducing food-related choking for babies and young children at early learning services guidelines.
  - Collaboration with whānau procedure
  - Health and Wellbeing Procedure
  - Spontaneous excursions Risk assessments and management (RAMS)
  - Fees and payments procedure
- All parents and children are required to undergo a full induction into the centre with a minimum of 3-5 visits (3 visits for over 2yrs and 5 visits for under 2yrs). The induction is completed with their whānau teacher(s).

## Communication

- Parents and whānau are encouraged to communicate openly and freely with centre staff and we greatly value their contributions.
- We have an open-door policy and welcome visits from enrolled whānau at any time of the day
- Teachers aim to communicate verbally with parents and whānau every day, with short conversations during arrival and departure times.
- We are available for private meetings with parents when needed and will organise times with you directly.
- The centre uses a variety of other communication methods including notice boards, newsletters, whānau pockets, Facebook, cell phone, tablet messages, posters, email and Storypark to communicate information to parents and whānau.
- whānau messages to the centre are recorded in the reflection book.
- Teachers are bound by confidentiality and are not permitted to release any information concerning another child.

*This policy is appendix (j) in the Curriculum Framework policy*

### **Finding information**

- Operational documents such as our Centre licence, persons responsible/qualifications list, and complaints procedure are available to view near the sign in desk.
- The licencing criteria, early childhood regulations, our latest ERO report and funding audits, and policies etc are available to view near the sign in desk.
- Audited financial reports are made available by June of each year.
- Nappy change, toileting and sleep information is displayed in each learning room. Parents are shown where to find this information during the centre induction.
- Policies and procedures for the centre are available to view in the policy folder.

### **Partnering with whānau to develop learning goals and documentation**

- Children's portfolios are available to view online (if selected) or in the paper version kept in centre.
- whānau are welcome to take the paper portfolios home to share with their child.
- Upon enrolment families are invited to complete an all about me sheet to share their aspirations for their child, their child's culture and language, and other important information that will support us to respond to their strengths and needs.
- As part of each child's learning journey, we partner with whānau to develop learning goals (Mahere Ako and Ko Wai Ahau) for their child, that realises their whānau aspirations and the child's potential.
- We provide regular learning stories for each child that identifies and responds to their strengths, progress and needs and honour whānau aspirations. Parents and whānau are encouraged to contribute to these stories by leaving comments or discussing it with their child's whānau teachers.
- Parents and whānau are invited to regularly contribute to these portfolios by sharing learning, interests, photos and stories from home.
- Language learning in the Centre builds on children's home languages and we invite whānau to share examples of home languages for use in Centre.



### **Feedback and collaboration**

- From time to time, we shall seek formal feedback from parents and whānau to evaluate and improve our service and inform our policies and practices.
- Parents are consulted on significant policy changes and advised of all policy changes.
- Parents, whānau and the wider community are invited to contribute to the design and implementation of our local curriculum.

### **Other ways to be involved**

- Parents and whānau are invited to share in other centre events, such as special person's days, and any celebrations we may hold throughout the year.
- Parents and whānau are encouraged to be a part of our programme in various ways including being helpers for walks and trips etc.
- Parents and whānau may also like to share knowledge with us, bring in an interesting item for us to explore, join in with a project, teach us a skill, or be a part of our project planning.

### **Reducing barriers to participation**

- We work with parents and whānau to identify possible types of barriers to children's learning, and if possible, remedy or alleviate barriers that are in place.

***Date Reviewed: August 2024***

***Next Review: August 2025 (Annual Review)***

### **Links to templates/documents/other procedures**

- Whānau Information booklet
- Induction framework
- Learning journey framework
- Transitioning children procedure
- ICT and social media procedure
- Curriculum Framework Policy
- Fees policy
- Sleeping policy
- Nappy and toileting policy
- Complaint's procedure
- Privacy policy
- Implementing the NELP's procedure
- Notice, recognise and respond
- Policy review procedure

*This policy is appendix (j) in the Curriculum Framework policy*



## Documents consulted to inform this policy/procedure

- ECE Licencing Criteria
- Statement of National Education and Learning Priorities (NELP)
- Te Whaariki
- Our Code Our Standards
- Whaingaroa Childcare Strategic Plan 2024-2025

## Impacts of Policy on Staff, Parents and Children

This policy avoids parents not knowing how they can be involved in the service and contribute to decisions about their child's education and care. It also informs them of what rights they have, to be consulted on matters concerning the centre and their child.

## Alignment with the Philosophy

This policy is aligned with our centre's philosophy.

## Implications and/or Risks

This policy has implications for the quality of care provided. Strong relationships amongst parents, staff and management allows smooth and rapid resolving of issues, thus protecting the integrity of the centre.

## Implementation

The Team leader trains staff to act on these policies, including the training of whānau teachers in the induction process. The Team leader ensures a communication plan is in place. **Review of the plan is annual to ensure it continues to meet the needs of all whānau.**

**Links to licencing criteria** GMA 2-3, C11-12

## Links to Te Whaariki

Belonging G1	Connecting links with the family and the wider world are affirmed and extended
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