

# CONDUCTIVE EDUCATION WAIKATO

Early Intervention and Habilitation Provider

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## PARENTAL INVOLVEMENT POLICY

### Purpose

The purpose of this operational policy is to describe how we ensure parents have access to information concerning their child, our centre's operational documents, such as philosophy, policies, and procedures. In addition, it describes opportunities for parents to be involved in the development and review of our centre's operational documents.

### Position Statement

At this centre we value parents' contribution and involvement in their child's education and care. We will strive to ensure that parents are advised on how to access relevant information concerning their child and the operation of the centre and inform them of any planned reviews or consultation.

Staff and parents can discuss and agree on the best ways to communicate at the centre. People can have realistic expectations about the level of communication and what they can expect to see happening.

### Issue Outline

A major indicator of quality in early childhood settings is the degree to which parents and whānau are informed about how their child's centre operates and their level of engagement with the centre's programme. To be engaged, parents need to know how they can be involved in the centre.

### Detail

#### Access to Information:

To ensure parents have information about how the centre operates, all parents receive an information pack upon enrolment, which includes written information letting parents know how to access:

- Information concerning their child's learning/progress and the curriculum/Conductive Education Plans (CEPs): at our centre this is predominantly done through Playground, the **child's learning portfolio** and via email.
- Our centre's operational policies and procedures located in the reception office and on Playground, including the fee structure and financial information, i.e. the amount and details of the expenditure of any MoE funding received by our centre
- Information about the centre's policy review cycle
- Our centre's philosophy
- The most recent Education Review Office report regarding our centre in the front entranceway

### **Opportunities for Involvement:**

- Our centre has a specific induction process for children and parents through the child's primary caregiver
- Maintaining a noticeboard for parents that includes current news and information
- Emails
- Newsletters
- Short conversations during arrival and departure contact times or during individual therapy sessions (if relevant)
- Being available for private meetings with parents where this is requested
- Encouraging contributions of home stories, pictures and photos to children's portfolios. These contributions form the basis of Learning Stories and assessment.
- Encouraging participation in our programmes where parents have particular skills such as music or craft skills, during excursions. At our centre, teachers engage with parents and whānau in a learning partnership, as per Te Whāriki, and a therapeutic relationship
- Holding occasional special event opportunities, such as Matariki, for parents and whānau of children attending ECE
- Supporting the centre via fundraising activities or volunteer work (eg creating resources)
- Providing parent meeting opportunities to update parents on their child's progress, learn from parents what is happening in their environment and addressing any issues
- Carrying out an annual survey of parents' satisfaction to inform our evaluation process. Providing an opportunity to provide feedback after CEP meetings.

### **Policy review information and consultation process:**

Centre management will consult with parents on significant policy changes, as well as any reviews of the centre's philosophy. There are regular opportunities for parents to contribute to the development and review of operational documents.

If meetings are held, attendance records and minutes are kept as evidence of consultation.

If documents are provided for parents to read, parents' signature on such documents will be a record of consultation and review.

**In the case of separated parents:** Unless a court order rules otherwise, all parents and guardians are entitled to:

- Reports about their child's participation and learning experiences (i.e. portfolios)
- Participate in the opportunities provided by the centre to engage with parents
- Have access to any official records held at the centre related to their child's participation in that service

## Alignment with Other Policies

- Complaints policy.

## Relevant Background (including legislation/regulation references)

Licensing Criteria 2008, Governance, Management and Administration, Parent Involvement and Information documentation required:

- **GMA2:** Written information letting parents know how to access:
  - Information concerning their child;
  - The service's operational documents; and
  - The most recent Education Review Office (ERO) report regarding the service.
- **GMA3:** Written information letting parents know:
  - How they can be involved in the service;
  - Any fees charged by the service;
  - The amount and details of the expenditure of any Ministry of Education (MoE) funding received by the service; and
  - About any planned reviews and consultation.
- **GMA4: Documentation required:**
  - Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.

## 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 Manager trains staff to act on these policies, including the training of primary care/key workers in the induction process. The Manager ensures a communication plan is in place. Review of the plan is part of the centre's self-review process.

## **Review**

Review annually or when there is a significant change in the area of the policy topic.

REVIEW DATE: August 2024

REVIEW DATE CYCLE: August 2027

Centre Manager: \_\_\_\_\_