

Identify parent and whānau needs and desires

A suggestion for implementing the strategy 'Partner with the family/whānau' from the Guide: [Transitions – managing times of change](#)

Includes:

- Build relationships
- Work with parents
- Blog transition visits
- Reflect on your process
- Useful resources

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Partner with the family/whānau](#)

Suggestion: [Identify parent and whānau needs and desires](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/identify-parent-and-whanau-needs-and-desires

Build relationships

When building relationships with parents and whānau, it is vital to be respectful and mindful of their experiences.

Consider:

- their personal preferences for engagement (for example, face-to-face or group-based)
- suitable timing (time of day or week), acknowledging personal pressures
- their experiences with schooling
- the personal situations of the individuals involved (for example, consider the ages, gender and preferences of the individuals, and the financial, time or other commitments you are asking of them)
- culturally responsive actions for different situations
- the ratio of professionals to family members – too many professionals can be overwhelming.

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Partner with the family/whānau](#)

Suggestion: [Identify parent and whānau needs and desires](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/identify-parent-and-whanau-needs-and-desires

Work with parents

- ✓ Communicate and share information in a meaningful way, demonstrating understanding and support for parents' concerns.
- ✓ Involve parents and whānau in determining strategies to support student learning and well-being.
- ✓ Value family members' knowledge about their child and assessments they have had done outside school.
- ✓ Work with programmes or materials parents and whānau are using at home to maximise consistency and support for the student.
- ✓ Develop systems for passing on information about a student's needs, progress and next steps.
- ✓ Share information about out-of-school programmes (for example, classes or groups for music, art, hobbies or sport).

[Inclusive Education](#)

From

Guide: [Transitions – managing times of change](#)

Strategy: [Partner with the family/whānau](#)

Suggestion: [Identify parent and whānau needs and desires](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/identify-parent-and-whanau-needs-and-desires

Blog transition visits



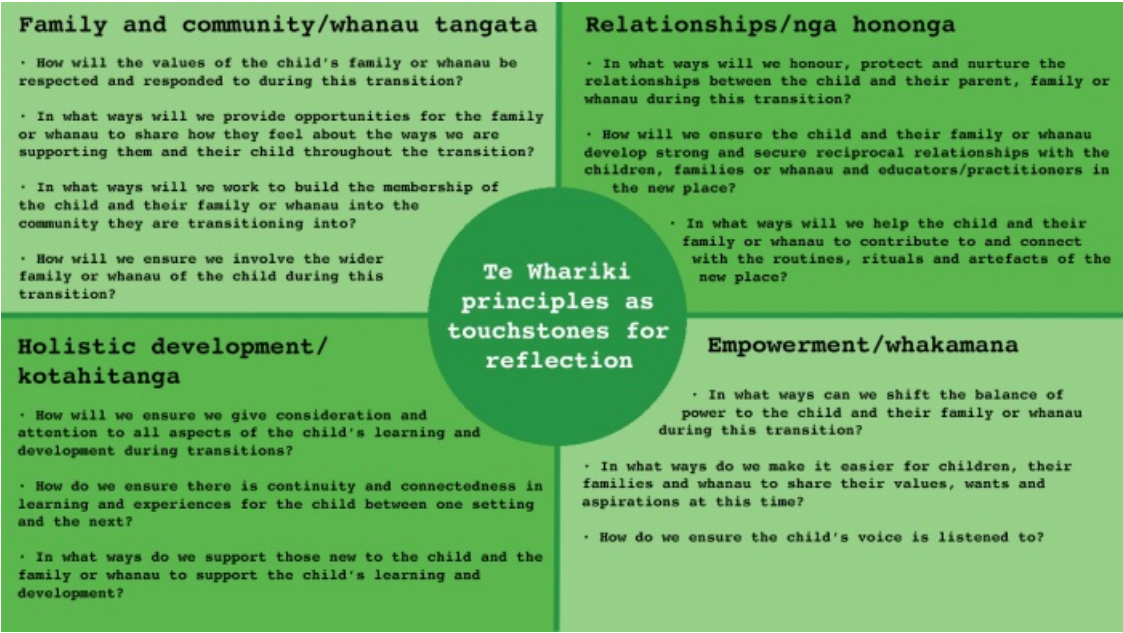
Source:

[Muritai School class blog](#)

<http://www.mrsryanmuritai.blogspot.co.nz/2014/06/kindy-visit.html>

[View full image \(1.5 MB\)](#)

Reflect on your process



Source:
Ministry of Education | Te Tāhuhu o te Mātauranga
[View full image \(190 KB\)](#)

[Inclusive Education](#)

From

Guide: [Transitions – managing times of change](#)

Strategy: [Partner with the family/whānau](#)

Suggestion: [Identify parent and whānau needs and desires](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/identify-parent-and-whanau-needs-and-desires

Useful resources



Family/whānau file

A booklet to help parents of students with additional needs to brief their child's school.

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.