

# Partner with whānau in school-wide decision-making and self-review

A suggestion for implementing the strategy 'Model a commitment to inclusion' from the Guide: [Parents, whānau, and communities](#)

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## **Includes:**

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- Involve parents and whānau
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[Inclusive Education](#)

From

Guide: [Partnering with parents, whānau, and communities](#)

Strategy: [Model a commitment to inclusion](#)

Suggestion: [Partner with whānau in school-wide decision-making and self-review](#)

Date

19 February 2025

Link

[inclusive.tki.org.nz/guides/partnering-with-parents-whanau-and-communities/partner-with-whanau-in-school-wide-decision-making-and-self-review](https://inclusive.tki.org.nz/guides/partnering-with-parents-whanau-and-communities/partner-with-whanau-in-school-wide-decision-making-and-self-review)

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## Foster partnerships

Staff at Lincoln School talk about their commitment to working in partnership with whānau.



Video hosted on Vimeo <http://vimeo.com/272496855>

No captions or transcript

Source:

[He Kākano \(NZ\)](#)

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# Successful family-school partnerships

Key factors critical to strengthening schools' engagement with parents.

- ✓ **Leadership:** Engagement between schools and their communities works well when there is vision and commitment from school leaders to working in partnership with all parents.
- ✓ **Relationships:** Mutual trust and respect are critical to relationships in which staff and parents share responsibility for children's learning and well-being.
- ✓ **School culture:** Inclusive schools enable all parents to be actively involved in decisions affecting their child and respond promptly to parents' concerns and questions.
- ✓ **Partnership:** Learning partnerships strengthen parents' involvement in their child's education. Parents feel that their contributions are valued. Effective learning partnerships have positive impacts on student outcomes.
- ✓ **Community networks:** Schools are an integral part of their communities. Parent and community expertise contributes to school programmes and activities. Networks are built through effective consultation.
- ✓ **Communication:** Timely, useful, and easily understood communication with parents provides opportunities to exchange information. Barriers to effective communication are actively identified and overcome.

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# Involve parents and whānau

Response from parent research.

Increasing whānau and iwi authority and involvement in education is critical to improving presence, engagement, and achievement. To achieve this, parents and whānau must be actively involved in decision-making and their children's learning in all education settings.

**Source:**

[Ka Hikitia – Accelerating success: The Māori education strategy 2013–2017](#)

<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/>

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# Index for inclusion

Indicators of an inclusive culture.

- ✓ Everyone is made to feel welcome.
- ✓ Students help each other.
- ✓ Staff collaborate with each other.
- ✓ Staff and students treat one another with respect.
- ✓ There is a partnership between staff and parents/carers.
- ✓ Staff and the board of trustees work well together.
- ✓ Local communities are involved in the school.

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## Useful resources



### Welcoming parents

This video includes practical suggestions for engaging Pasifika parents in the school community.

Publisher: Pasifika Education Community

[Visit website](#)



### Curriculum Implementation Exploratory Studies: Final Report

Read time: 103 min

Section Eight (p.35) of this report from the Curriculum Implementation Exploratory Studies project focuses on the different purposes of community engagement. A key purpose is for schools to involve their community in developing a shared vision and values. Contains practical strategies.

[Visit website](#)

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