

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

From

Guide: Transitions – managing times of change

Strategy: Partner with the family/whānau

Suggestion: Identify parent and whānau needs and desires

Date

20 June 2025

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.

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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).

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Blog transition visits



Source:

Muritai School class blog

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

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Reflect on your process

Family and community/whanau tangata Relationships/nga hononga • How will the values of the child's family or whanau be respected and responded to during this transition? • In what ways will we honour, protect and nurture the relationships between the child and their parent, family or whanau during this transition? · In what ways will we provide opportunities for the family or whanau to share how they feel about the ways we are supporting them and their child throughout the transition? · How will we ensure the child and their family or whanau develop strong and secure reciprocal relationships with the children, families or whanau and educators/practitioners in · In what ways will we work to build the membership of the child and their family or whanau into the community they are transitioning into? · In what ways will we help the child and their family or whanau to contribute to and connect with the routines, rituals and artefacts of the new place? · How will we ensure we involve the wider family or whanau of the child during this transition? Te Whariki principles as touchstones for Empowerment/whakamana Holistic development/ kotahitanga · In what ways can we shift the balance of power to the child and their family or whanau • How will we ensure we give consideration and attention to all aspects of the child's learning and development during transitions? during this transition? • In what ways do we make it easier for children, their families and whanau to share their values, wants and aspirations at this time? How do we ensure there is continuity and connectedness in learning and experiences for the child between one setting and the next? · How do we ensure the child's voice is listened to? \cdot In what ways do we support those new to the child and the family or whanau to support the child's learning and development?

Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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