

# 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](#)

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## **Includes:**

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

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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](https://inclusive.tki.org.nz/guides/transitions-managing-times-of-change/identify-parent-and-whanau-needs-and-desires)

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## 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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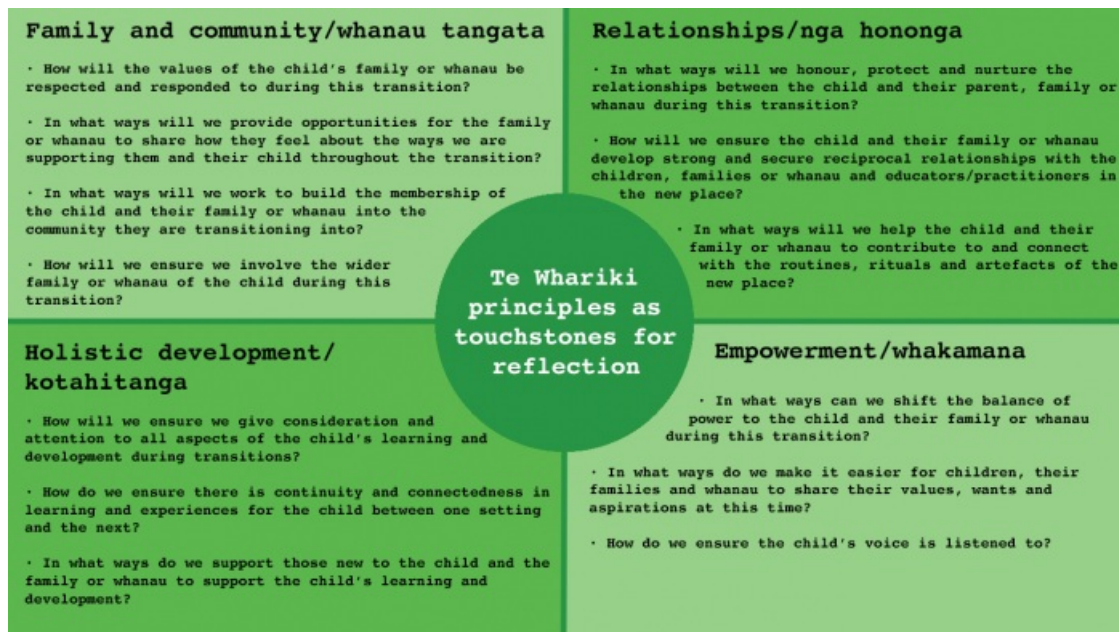
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# Reflect on your process



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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