

Introduction

All staff at the Ko Taku Reo Preschool, Auckland aim to prioritise consultation and communication with parents and whānau in open, regular and informative ways. We recognise that relationships with parents are integral to the success of the children and the programme.

Purpose

Te Whāriki: Belonging. Children and their families experience an environment where they know that they have a place, where they feel comfortable with the routines, customs and regular events.

Procedures

Induction

- DHH children and their parents/whānau will be referred to the preschool by their Adviser of Deaf children, or via self-referral where no Adviser is allocated.
- When contact is made send link to the enquiry form on Discover to gain information on potential enrolment.
- The Advisers will make contact to set up visits, which are organised through the Preschool Lead, and parents/whānau and the children will have opportunity to view the daily programme and ask questions.
- CODA, siblings of DHH, discretionary or community enrolments will come to the Preschool Lead independently, and a visit/s will be set up at a time that best suits the whānau and the Preschool.
- During these visits, the Preschool Lead (or other ECE Teacher) will:
 - Explain the purpose and philosophy of the Preschool
 - Explain the sign in process, and daily programme
 - Discuss the languages used within the Preschool
 - Explain the curriculum we use, the IP process (for DHH children) and the parent involvement that is encouraged around the child's learning
- If the whānau would like their child to be enrolled, the enrolment pack will be provided, and admissions processes explained.
- Whānau will be encouraged to come back for further visits if they would like more time to consider their decision, or spend more time getting to know the programme.
- Following the acceptance of enrolment, the Preschool Lead will:
 - Confirm if transport on the van is required and set up the process for this
 - Send welcome email to whānau to set up "Playground Home App" to use as a communication tool
 - Show the whānau where to find policies and procedures on the website

- Introduce Te Whāriki as the foundation for the Preschool programme
- Take a photo of the child, and record some initial wishes of the whānau for their child while they are at preschool
- Introduce the child and whānau to the key teacher and agree on ongoing communication avenues such as email, text.

Collaboration

- Parents and whānau are encouraged to spend time at the preschool with their child.
- Key teachers will make time with parents for them to share their ideas, thoughts, and impressions and discuss their child's development and progress.
- Playground is used as a key platform to share learning that happens at preschool or in the home and to extend this learning into the home or preschool.
- The perspective of parents and whānau are sought when reviewing the preschool policies, procedures, philosophy, curriculum and during internal evaluations. This is done via a variety of platforms.
- Parents and whānau receive a termly newsletter outlining the learning that has taken place, upcoming events, celebrations and feedback given/changes to procedures and policies.
- Parents and whānau are partners in the formal assessment and planning for their child's education. They are always consulted about:
 - Any observations or assessments undertaken
 - The focus of the child's individual learning pathway (IP)
 - Any changes to their child's attendance and the reason why
 - Any possible referrals to other agencies and reasons for these.
- The whānau are at the centre of the IP process (refer to IP procedure).
- There is a noticeboard at the entrance to the preschool which is updated regularly. It will contain:
 - Term planning goals
 - Teacher and staff biographies and qualifications
 - Complaints and concerns procedure
 - Philosophy of the Preschool
 - Details of expenditure of Ministry of Education funding received
 - Latest ERO review (also available on www.kotakureo.school.nz)
 - Newsletters.
- Alongside documenting children's learning on Playground, individual books for each child are also kept and available for them to look at during the day at preschool. Children love to relive their learning and talk about this with their peers and other adults in the Preschool.
- Parent-to-parent support is encouraged and regular parent and whānau events are planned. Having a variety of language models for the DHH children, including parents and other adults in their lives, is an important aspect of the philosophy of the Preschool.

- Parents and whānau are encouraged to communicate with all staff freely, and we value their contributions. This includes communicating through the van drivers, who are also Teacher Aides in the preschool during the day.
- Teachers and staff are bound by confidentiality and are not permitted to release any information concerning another child, including health, learning needs and behaviour.

Reviewed	February 2024
Review partners	Lead Teacher, Staff, Parents
Next review date	February 2027
Signed:	
Preschool Lead	Susan Swolfs