WHANAU ENGAGEMENT

PURPOSE:

To encourage effective engagement between the Kura and whānau, iwi and the community to improve learning outcomes for students and develop shared visions and goals.

As required by National Administrative Guidelines (1) the Kura will consult the Māori community, develop and make known to the community policies, plans and targets for improving the achievement of Māori students.

SCOPE:

This policy applies to all staff, students, whanau, iwi and the community.

GUIDELINES:

In order for a successful partnership with whānau, iwi and the community, involvement must be visible in Kura operations. The Kura is committed to supporting these needs and using a range of communication strategies to involve parties. These include panui, hui whakapiki (parent interviews), whānau /iwi/community hui, common informal methods such as "kanohi ki te kanohi" (face to face) conversations with staff through an open door policy and the use of social media and student management systems.

KAUPAPA MAORI

As an organisation committed to Te Ao Māori the Kura will conduct hui according to tikanga. This enhances and strengthens relationships through whanaungatanga and whakapapa.

All collaboration with iwi and community groups, business and tertiary institutions will be conducted using the process of manaakitanga and kaitiakitanga in order to uphold the mana of all parties.

WHANAU

The Kura will ensure the aspirations of whānau and students are central and will consult with them on relevant matters in a timely and appropriately. It is imperative that whānau identify with the Kura and share ideas & strategies for continuous improvement.

STAFF

Staff must be approachable; the Kura encourages honest three way communication (staff, student and whānau) about student progress and direction. Whānau will be provided with meaningful information and support directly from staff or indirectly through correspondence from the administrator or student management system portal.

KURA ACTIVITIES

Whānau engagement is crucial and central to the Kura vision. Whānau will be encouraged to participate and support learning, cultural and sporting events wherever possible i.e. excursions, camps, end of term evenings, fundraising etc.

OPEN DOOR POLICY AND WHANAU AREA

The Kura will maintain an open door policy at all times for whānau who wish to discuss any ideas or concerns regarding students. The Kura will designate a drop in space for whanau. A whānau inclusive culture will be nurtured.

HUI

Hui whakapiki will be held at least twice a year involving the student, whanau and staff. This is a comprehensive >half hour shared learning opportunity to discuss individual student achievement, set learning goals, review personalised learning plans, check student progress, discuss subject options and career pathways.

An emphasis is placed on whānau involvement with student goal setting and the completion of personalised learning plans. Creating a conducive learning environment is a means for successful engagement with whānau and encourages whānau confidence in the Kura through decision making partnerships.

Larger whānau /iwi/community hui will be held in Terms 1 and 4, this is an opportunity to share student achievement, cultural events, performances, presentations and gauge with the wider community the strategic direction of the Kura and gain feedback. It also involves whānau, iwi and community in acknowledging success which is a motive for students and staff.

STUDENT MANAGEMENT SYSTEM

The Kura will use KAMAR as the primary information distribution portal, key aspects will be:

➢ Accessibility of required information for whānau

➢ Understanding information in relation to student progress and achievement

The Kura will provide support for whānau regarding the information available on the student management system so they may query and exchange information with staff and student. Whānau must be kept well informed about student well-being, learning and achievement with accurate and reliable information.

BARRIERS

The Kura recognises the following factors may be barriers for whānau engagement and will endeavour to provide support to overcome these challenges:

➢ Limited attendance by whānau at hui

➢ Use of language which may be difficult for whanau to understand

➢ Inconsistent communication methods

➢ Limited resources, and differing values and beliefs

➢ Information overload

➢ Limited time and peer support

➢ Work commitments

➢ Family commitments - younger siblings

IWI

The Kura will primarily consult with Ngāpuhi and other iwi/hapu as necessary.

EVALUATIVE PROMPTS, INDICATORS AND EVIDENCE:

	Evaluative Prompts	Examples of Indicators	Evidence
Gathering information from the whanau, iwi	• How well does the school gather information about the needs,	• Various strategies are used to seek community views and encourage whanau to approach the Kura.	• Documentation that shows how the school has obtained community views.

and wider community	wishes, aspirations, and satisfaction of whānau, iwi and the wider community? • How effectively does the school consult whānau, iwi and the wider community about its priorities?	• Consultation includes conversations, interviews, and hui both at the school and in the community • Information from whānau, iwi and the community, about their perceptions of, and attitudes towards, the Kura is gathered, analysed and used.	• Hui minutes • Discussion notes. • Interactive technologies – KAMAR, Kura website, email and social media.
Using information in making decisions	• How effectively does the Kura use the information gathered? • How well does the Kura handle complaints?	• Views and opinions from the community are considered and, where appropriate, acted upon. • Concerns from whanau are responded to. • The process for complaints is clear, regularly publicised, and used effectively.	• Board meeting minutes. • Evidence about how community views are incorporated into the charter, strategic plan and other documents. • Complaints policy and process – available upon request. • Records of complaints and actions. • Notices and minutes of hui.
Forming partnerships with parents and students to share information about learning, progress and the school	• How well does the Kura communicate key information such as its vision, curriculum, key dates, procedures, etc? • How effectively does the school report to whanau? • How well informed are whānau about qualifications requirements and career pathways • To what extent are whanau satisfied with the information the school provides?	• A range of methods is used to communicate and share important information between whānau and the Kura • Parents are informed about Kura programmes • Whanau and Pouwhakaako share ways they can support the student's learning • Kura reports to whanau are timely and clearly explain progress and achievement and how the whanau and student can contribute to future improvements • Whanau receive reports on progress of student that are specific in relation to national curriculum levels/norms/standards/IDPs • Whanau are involved in decisions about student learning and programmes • The school communicates effectively with whanau	• Prospectus • Student Handbook • Kura Policies and Procedures • Student Portfolios • Regular panui • Kura website • Parent feedback re: satisfaction with interactions with the Kura • Hui whakapiki • Individual Development Plans (IDPs)

		• concerning particular education needs including that for special education. • Clear information is provided for students and whanau about programme choices, qualification requirements, career pathways and students progress towards achieving their goals. • The Kura website is relevant, interesting, current and easy to navigate • The school uses effective strategies to communicate with whanau.	
Engaging parents and whānau	• How well does the Kura engage its community in the wider life of the school? • To what extend do whānau become involved in learning and co-curricular activities? • To what extent does the Kura support whanau to access specialist resourcing and support?	• The community identifies with the Kura and its vision • Whanau feel they are in a partnership with the Kura to support their child's learning • The Kura has effective processes for engaging whanau when students are enrolled • Whanau actively participate in the Kura in a variety of ways • Whanau needs are considered when arranging times/venues for meetings • Whanau attend meetings and events at Kura • Iwi and the community feel they are listened to and valued • Data are monitored and analysed on whanau involvement, such as attendance at hui whakapiki and events.	• Whanau hui and discussions • Information about parent attendance at Kura events - papa mahi, po whakangahau, fundraising. • Documentation passed on to receiving schools • Student profiles • Appropriate meeting schedules • School calendar • Whanau referrals
Engaging the Māori community	• How well does the Kura engage its Māori community? • How well does the Kura consult and inform the school's Māori community, about policies, plans and targets	• Māori whānau are engaged in culturally appropriate ways. • Māori whanau feel the Kura values them as Māori and is committed to improving the achievement of Māori students. • Strong partnership is developed between Kura, whanau and iwi. • The Māori community	• Strategic goals and objectives reflect the needs of whanau, hapu and iwi. • Policy review process. • Consultation with iwi and Maori community. • Feedback sheets. • Photos/video of meetings.

	for improving the achievement of Māori students?	contributes to the development and review of Kura policy and practice through effective relationships. • The Kura reports to the Māori community on Māori progress and achievement.	
Relationships with the wider community	• How well does the Kura link with and use community resource people and agencies to support students? • How well does the Kura build purposeful relationships with contributing schools? • How well does the Kura build purposeful relationships with the schools and educational institutions receiving their students? • How effectively does the Kura build and maintain relationships with businesses, employers and community groups?	• The Kura identifies and uses appropriate agencies to support students and whanau • The Kura uses community resources to complement its teaching programmes • Information from the student's previous is used to provide initial programmes that cater for their learning needs and abilities/disabilities • Assessment and other information is passed on to receiving schools when students move to another school. • Information from specialist organisations and agencies is incorporated into Kura and classroom planning as appropriate.	• Strategic plans connect with wider community. • Annual reports. • Term plans and calendar of events for the year. • Lesson/unit planning showing use of community resources. • Notes on meetings and contacts with receiving schools. • Feedback from other external providers.

REFERENCE:

National Administrative Guidelines (1).

http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Evaluation-Indicators-for-School-Reviews/PART-TWO-The-Evaluative-Questions-Prompts-and-Indicators/Dimension-6-Engaging-parents-whanau-and-communities