

ALEXANDRA CHILDCARE CENTRE (1995) INC.

COMMUNICATION WITH PARENTS, CAREGIVERS, WHĀNAU AND COMMUNITY

RATIONALE:

To ensure a collaborative partnership between our Kopuwai team, parents, caregivers, whānau, and the wider community, actively involving them in the daily life of the centre. Strong, respectful, and transparent communication underpins quality early childhood education and contributes to the safety, wellbeing, and learning of all ākonga.

OBJECTIVES:

- Build and strengthen partnerships between the Kopuwai team, parents, whānau, and the community.
- Communicate openly and honestly, valuing all contributions and involvement in ākonga's learning journeys and the centre environment.
- Ensure families are well-informed of centre operations, children's progress, and matters relating to health, safety, and wellbeing.
- Meet all requirements under the Education (Early Childhood Services) Regulations 2008 and Licensing Criteria (HS31, HS32, HS33, PF2, Regs 56 & 57).

Communication Responsibilities

- Kaiako (teachers) ensure families have daily opportunities to discuss their child's care and learning.
- Centre Manager and Board of Governance ensure that systems are in place for clear, accurate, and timely communication with parents and whānau.
- Parents, caregivers, whānau, and the community are welcomed as partners and contributors to the life of the centre.

Procedures for Informing Parents

Families are informed and involved through a range of strategies, including but not limited to:

- Daily conversations with kaiako about children's learning and care.
- A warm welcome for new families, including centre information packs.
- Flexible opportunities for involvement, adapted to family time and preferences.
- Recognising and drawing on parents' strengths, talents, and resources.
- Communication tools: ākonga profile books, Storypark, daily diaries, and infant communication books.
- Newsletters, surveys, and questionnaires.
- Updates via noticeboards, email, Facebook, Storypark, and the centre website.
- Board of Governance minutes available in the foyer.
- Media releases (local newspaper and radio items) when appropriate.
- Information about ERO reports and policies displayed and accessible to families.

Encouraging Parental and Whānau Contribution

Families and community members are encouraged and supported to contribute through:

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- Participation in cultural events, celebrations, and centre activities (e.g., excursions, visits, festivals).
- Sharing resources, expertise, or volunteering time.
- Membership on the Board of Governance.
- Involvement in fundraising, publicity, and centre development projects.
- Attending parent evenings, workshops, or community education programmes.

Concerns and Complaints Process

To ensure concerns and complaints are handled effectively and transparently:

- Parents and whānau are encouraged to raise concerns promptly with kaiako, the Centre Manager, or a Board of Governance representative.
- All concerns are listened to respectfully, investigated thoroughly, and addressed in a timely manner.
- The process ensures confidentiality, fairness, and resolution that prioritises the wellbeing of the child and the centre community.
- Written records of complaints and actions taken are maintained.
- Families are informed of the outcome and any follow-up actions.
- The process aligns with Licensing Criteria HS33 and the centre's Complaints Policy.

Compliance with Licensing Criteria

This policy ensures compliance with:

- **HS31** – Parents are given access to information concerning their child.
- **HS32** – Parents know how to access relevant centre documentation.
- **HS33** – Parents are advised how to raise concerns or complaints.
- **Regulations 56 & 57** – Parents receive written information on enrolment, fees, and operating details.
- **PF2** – Parents have opportunities to be involved in decision-making and centre operations.

Policy Category	Governance, Management and Administration, Premise and Facilities
Licensing Criteria	HS31, 32, 33, PF2
Regulation	Regulation 56,57 (2008)
Date created	
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