Principles for partnership
Principles for partnership: a four step approach

1. Strengthen relationships with all families

2. Create a sense of reciprocity

3. Develop a sense of mutuality

4. Empower families with shared decision making

What do parents want in partnership with teachers?

References & further readings
Principles for Parent Partnerships: A four-step approach

Research suggests that for parent-teacher partnership to work, settings and teachers need to shift from being child-oriented to being family-oriented, although this shift is difficult to make. Partnerships are expected to move beyond tokenistic offerings for participation towards the empowerment of families and involvement of families in curricular decision-making. These kinds of genuine partnerships require new practices, new ways of thinking and new ways of interacting with families. Strategies for two-way communication, collaboration, and empowerment can develop positive relationships, reciprocity, mutuality and equal power in decision-making as four (overlapping) steps that lead to effective parent partnership.

1. **Strengthen relationships** with all families

2. Create a sense of **reciprocity** with families in helping each other and sharing information

3. Develop a sense of **mutuality** through uncovering shared goals, attitudes and values

4. **Empower families with shared decision-making**

**1. Strengthen relationships with all families**

It is important to build relationships before expecting families to come to events or serve on committees. Offering opportunities for partnership without creating strong relationships is unlikely to increase parental participation. Improving communication and interpersonal interactions will make the most difference in terms of the quality of partnership.

- **Make the decision to actively pursue meaningful relationships with all the families** that attend your setting. This is an important step. This decision to engage in positive relationship formation with families changes your outlook and influences the frequency and nature of your interactions.

- **Make a positive and early first contact** with parents, to set the foundation for an effective relationship. In the early period of relationship-building, the creation of trust is critical. Consider contacting parents as soon as possible after their enrolment to introduce yourself and let them know that you view them as partners in helping their child to learn and develop.

- **Project a positive attitude** toward the child and family. Use strength-based strategies such as affirming parent competence, sharing information and creating open communication, which have led to positive outcomes in some intervention research.

- **Create a sense of belonging** for all families, and make your setting a safe place for parents to share their experiences and opinions as parents. Ensure every family can feel welcomed, respected, listened to, and supported.

- **Welcome and farewell families daily** by rostering a person to be at the door. Māori families appreciate the enactment of rituals and tikanga for welcoming and farewell as well as opportunities for sharing food. Find out how all families experience the welcoming and hospitality they receive from the setting, but particularly families from diverse cultures who may have differing expectations.

- **Have an ‘open-door’ policy** where parents are free to come and visit the setting and their child whenever they like, or identify times when parental involvement would be most beneficial, such as during free play times so that parents can engage with children while they are playing.

- **Dedicate more time** for interactions and discussions with parents. Taking the time to sit and talk responsively with parents and families is found to lead to a deepened understanding and sense of empathy and is interpreted by parents as a sign of interest and respect. Adjust staffing patterns so that, when families are present, a teacher that knows the children well is available to talk to families, and ensure end of day schedules allow for interactions with parents. For example, one possibility is to extend teachers’ paid work to half an hour after the setting closes, so that there is time for conversations with families as well as straightening up the environment. Also consider ways to communicate with parents outside of pick up and drop off times.

- **Communicate regularly.** Consistent and regular positive interactions build and maintain positive relationships. An interaction every day would be ideal, but if this is not possible, ensure interactions are frequent enough that parents feel they are informed members of the setting’s community. Families assess the quality of their partnership with teachers by the quality of their
interactions. Focus on interactions which nurture and strengthen families.

- **Share your observations about the child**, the small achievements and meaningful experiences and interactions of their day in the setting. This helps parents feel reassured that their child is visible, and that you really care and are focused on their learning.

- **Use a range of communication skills**. If you rely upon a limited set of communication skills or patterns, such as making an observation and then giving the parents advice on addressing it, you might unintentionally miss opportunities to acknowledge families’ efforts to communicate strategies, offer stories, or impart knowledge about their children. Move beyond efficient or generalised communication processes and instead promote conversations which acknowledge the strengths, cultural resources and preferences of each family.

- **Use a range of means of communication**. Personal and face-to-face communication is best, but phone calls, email and letters will also help.

- **Be attentive to families as you converse**. Attend to facial expressions and body language and clarify understandings by asking questions. Provide wait time. Families may have more to offer if you give more time to waiting for a (further) response. Respect all contributions.

- **Respect differences in views and ideas** and explore potential ways in which differences can be reconciled. For example, you might need to respect and acknowledge the validity of parents’ views on the benefits of direct teaching, while at the same time sharing information about play-based pedagogy. Genuinely show an attitude of respect, acceptance and willingness to listen and change. Deal with conflicts respectfully and openly.

- **Make personal invitations** to parent events, rather than hand out a notice, as some research reports that parents are more likely to respond to a personal invitation.

- **Ask for specific assistance** from parents. Be careful not to delegate unimportant tasks which will convey to parents that you don’t really think that they are capable of contributing meaningfully to the programme.

- **Find ways to also build relationships with fathers and other extended family members**.

- **Keep a focus on building, maintaining and revisiting relationships** to ensure they are working well for children and families. Relationships require continual work and maintenance and you will need to engage in constant discussion and negotiation over time. You might find our guide on common partnership problems useful.

2. **Create a sense of reciprocity with families in helping each other and sharing information**

Partnership should be beneficial for both families and teachers, and this relies on reciprocal exchanges in which information is shared and help given in both directions. Quality partnerships require a depth of understanding for each partner about the other’s experiences, values and beliefs.

- **Learn from each other** and make your alliance with parents mutually beneficial. Engage in dialogue to find out about families’ everyday lives and get a better understanding of parents’ and children’s cultural capital or strengths that can then be used to their advantage in the programme. Be aware that the family’s cultural knowledge and resources may be unrecognisable to you, particularly if you come from another culture or context.

- **Be careful not to engage a transmission model when you offer information**. **Initiate a two-way exchange of knowledge, ideas and beliefs** so that you can learn about families’ learning beliefs, knowledge and perspectives.

- **Ask questions and show genuine interest**. The ways in which teachers communicate with families is found to affect parents’ trust in teachers and their relationships with them. Open communication is more likely when conversations shift away from non-negotiable facts and move towards more negotiable knowledge.

- **Visit families’ homes** to increase your knowledge of family practices and values and children’s experiences in the home and community.

- **Value family knowledge** and take the attitude that family knowledge of their specific child is as valuable as your professional
Principles for partnership

knowledge of children’s development in general. State explicitly that you value parents and families as their child’s most influential teacher, and that you value the knowledge and pedagogy they use when helping their child to learn. Make a commitment to accepting multiple methods of child-rearing and educating as equally valid and accept varied patterns of development, and demonstrate a willingness to incorporate different perspectives and world views into your practice and programme.

- **Use dialogue and practise active listening** to develop a full understanding of families’ values and perceptions.

- **Find out about parents’ needs, goals and concerns and respond** to them, either by adapting the programme to accommodate their needs, concerns and goals, or by explaining the rationale for particular events and activities. Show empathy, compassion and be non-judgemental. See complaints, as well as compliments, as chances to learn about a family. Do not assume that silence indicates acquiescence – rather, accepting a families’ silence is likely to lead to misunderstanding and discontinuity. Ensure you follow up by asking if issues have been resolved satisfactorily, and if needs and goals are being met.

- **Find out parents’ perceptions of involvement** and use this knowledge to construct pathways for parent participation. Recognise and value all kinds of parent involvement, expanding your definition of involvement to include many different family values and activities.

3. Develop a sense of mutuality through uncovering shared goals, attitudes and values

Teachers’ and families’ shared goals and understandings about children and their learning inform responsive programmes for children. Parents really value having a shared understanding with their children’s teachers. This builds mutual trust and strengthens the consistency of environment and interactions for supporting children’s learning and development.

- **Find common ground.** Aim to build relationships on common values, understandings and practices. Share commitment to and responsibility for the child’s learning with the parents and the child. Your desire to support the child’s learning is your first point of agreement.

- **Develop a sense of mutual accountability and co-responsibility** for children’s learning. This is an important step towards shared decision-making. Parents need to feel valued and feel a sense of being needed.

- **Identify parental aspirations and expectations.** Find ways to be direct in questioning parents about their expectations. Make a space to recognise and affirm diverse aspirations, values, and expectations, and be careful that conventional discourses and practices in early childhood education are not silencing or negating some of your families’ aspirations. Continue to discuss families’ needs and aspirations for their child as their child grows and develops.

- Don’t just make information available, but **engage in the mutual sharing of information and mutual interpretation** which leads to new understandings. In this, neither parties’ set of understandings is privileged, but all understandings are valued as expert in their own right, and a new common understanding is mutually derived.

- **Be aware of the variability and value-laden nature of culture and language,** which can make it difficult to develop cross-cultural partnerships. This means you need to actively inquire into families’ cultural meanings and processes and seek to acknowledge and be inclusive of a plurality of culturally valuable expressions.

- **Reflect on and acknowledge your personal sociocultural context** and the ways in which it influences the way you create and respond to partnerships with families. Teachers that have done so are able to develop a stronger sense of self-efficacy and empowerment with regard to developing partnerships with families. Your interpretations of parents’ behaviour and actions will be influenced by your own cultural understandings about appropriate conduct and behaviours for parents and can lead you to make negative judgments, creating distrust and exclusion. Be aware of what it is you value, so that you can minimise the impact of these beliefs in your practice if necessary. Use families’ diverse perspectives to research, adapt and even change your practice.
4. Empower families with shared decision-making

Some parents report in surveys that they prefer to be informed rather than involved in shared decision-making activities such as setting goals, or curriculum planning. It is important to be aware of families’ confidence and understanding of planning and goal setting, and to scaffold their involvement at first.

- **Make an ideological commitment to giving parents and families rights to shared decision-making** in relation to the teaching and learning pedagogies and programme.

- **View parents as capable leaders, contributors and decision-makers** to achieve greater participation. Parents tend to meet the expectations that you have for them.

- **Pay careful attention to power relations** and the way in which these relations affect the experience of partnership. You might need to reframe your partnership model to ensure parents and teachers are equally empowered. One way to do this is to affirm the expertise of the family and their culturally-based caregiving practices, or you might try perceiving parents as your colleagues and confidants, sharing snippets, stories, dreams and desires for the children.

- **Use dialogue to agree educational aims, pedagogical strategies** and curriculum with families. You might need to act as a mediator or broker to develop shared understandings about how children develop and learn that incorporate the standard institutional beliefs about early childhood as well as those of the parents. This takes both time and skill. In order to develop an inclusive pedagogy, you might even need to question cherished concepts and negotiate new hybrid ideas.

- **Collaborate with families to make curricular decisions** about programmes and learning, as this has been shown to improve children’s learning.
  - Negotiate a shared understanding of the child and from here, set goals. Rather than seeking one consensus view of the child, seek and discuss many different views of the child.
  - Begin with strengthening the child’s existing or emerging abilities. Part of collaborative planning should include clear, mutually agreed understandings of the learning happening with examples of ways in which the child demonstrates that.
  - Brainstorm methods for helping children learn particular things. Elicit parental input or insights into what they find helps to meet their child’s needs. Collaboratively list ideas for increasing learning opportunities in the child’s day-to-day routine and for learning in the home.
  - Encourage families to engage in parent and child planning for activities in the setting, as this can result in richer play activities which are connected to the child’s culture.

- **Reduce educational jargon.** One study reports that terms such as ‘emergent curriculum’ and dense text explaining Te Whāriki do not seem accessible to parents.

- **Tailor your processes for partnership to each family based on families’ priorities, concerns and resources, and focus on responsiveness** which means allowing some uncertainty in regard to collaborative processes, planning and programmes. Enable families to choose how and when to contribute, and offer families choice regarding different aspects of practices and programmes. Enable them to develop at their own pace in relation to their own needs and interests.

- **Build parent leadership.** Involve parents in planning activities and events, or get parents to lead projects or meetings. Ask parents to give input on ways they think they could be involved.

- **Offer parent events that help parents discover their expertise and knowledge,** as encouraging a sense of efficacy in parents will inevitably lead to positive outcomes for children and increase parental confidence in shared decision-making. Note that parent partnership is not parent education, which assumes to correct parents’ current strategies and knowledge. It is instead about co-education or learning together. Present yourself as a facilitator, rather than expert or leader, and ensure opportunities for families to contribute to learning conversations that construct parents as competent and valuable. Be careful not to engaging in “advising” parents about child-rearing, or to expect parents to conform to your expectations, but focus on negotiating solutions.
What do parents want in partnership with teachers

• To feel cared for, to feel their children are cared for and that the teacher knows them well.
• To be respected and to be seen as effective in their role in the shared education of their child; to have their ideas respected and used in environments and programmes.
• To be given as much information as possible about their individual children’s experiences and well-being and what their child was learning (rather than the programme), so they can feel connected to their child’s experiences. Parents want information primarily on how children eat, sleep, and behave and also to hear the teachers’ opinions on their child’s well-being, relationships, and behaviour, and to be told if their child is upset or having difficulties. This information enables them to trust the teachers and setting and feel assured that their child is well cared for, settled and secure.
• To collaborate and communicate with teachers about their child’s learning so they can be involved in their children’s learning and support continuous learning experiences between home and school.

References & Further Reading

