**Whānau Connections Guide**

Use the principles to guide you:

**Whanaungatanga** - Partnership

**Kotahitanga** - A shared journey

**Manaakitanga** - upholding dignity and respect for each other

**Kaitiakitanga** - Guided support and protection

**Kia tōkeke** - Equity and inclusion

**Te wāhi ki te ahurea** - Culturally responsive and mana sustaining practice

**Rangatiratanga** - Self-determination and choice

Positive transitions are built on a foundation of partnership and respect for whānau.

Use this guide to help make connections and build a sense of understanding about what's important for whānau. It is advisable to start up to six months before the transition date.

Build relationships with whānau early.

Not all questions will suit your learner or whānau.

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| **Considerations:** | **Feedback / Comments** |
| **Understanding whānau:**   * What are your dreams and hopes for your tamaiti/child? * How would you like to see this transition occur? * What are the most important considerations for us to know during this time? * What matters most for you during transition? |  |
| **Cultural Considerations:**   * How can we reflect and respect your family's cultural values? * Are you interested in support from other whānau with the same cultural background? |  |
| **Understanding the learner:**   * What are your child's strengths and interests? * Are there particular challenges or areas where your child may need additional support? * What strategies or approaches have been effective for your wellbeing, as a whānau, during transition? |  |
| **Likes and dislikes:**   * What are your child’s likes, and strengths? What are they good at, and what can they do independently at home? * What are their dislikes? What upsets them, and how do they express this? What calms them? * What are their favourite things? (TV programmes, hobbies, books, songs, sports, games). * What activities do your whānau like to do together? |  |
| **The people in your** **life:**   * Who are the important people for your mokopuna? * Who are the support people working with you outside of school? * What supports or people have worked well in the past? |  |
| **Preferred communication and engagement**   * How would you prefer to communicate with teachers and the school (example: face-to-face meetings, phone calls, emails)? * What times or days work best for you? |  |
| **Practical elements:**   * What language(s) are spoken at home? * Is there any specific assistive equipment used to support your child at home? * How can we support your home environment? |  |
| **Health and safety**   * Are there any medical conditions, allergies, or specific health needs we can support you with? * Are there any medications? If so, what support do you recommend? * What safety measures or precautions do you recommend to support your child's wellbeing at school? |  |
| **Social integration**   * How can we support maintaining positive relationships with peers? * How can we support relationships with other whānau in the community? * Are there specific ways you’d like to connect with the community? |  |
| **Previous educational experiences**   * Are there specific programmes or materials that have worked well for your whānau? * Are there people who you’d like to see involved? * What would you like to know about the school? |  |
| **Family involvement**   * How would you like to be involved in school activities? * Are there school events or programmes you would like to participate in or be informed about? |  |
| **Concerns and expectations**   * Are there any other specific concerns about this particular transition? * What are your expectations of us in supporting your child's success? |  |