Standard 3: Parents and Families

Valuing and involving parents and families requires a proactive partnership approach evidenced by a range of clearly stated, accessible and implemented processes, policies and procedures.

Component 3.1

Staff and parents have both formal and informal opportunities for communication and information sharing about the child.

Component 3.2

There are a variety of opportunities for parents to be involved in activities within the setting, taking into account the range of parents' interests and time-constraints.

Component 3.3

Staff are responsive and sensitive in the provision of information and support to parents in their key role in the learning and development of the child.

Component 3.4

The setting has written records of all policies and procedures regarding parental involvement and makes them available to all stakeholders.

Component 3.1

Staff and parents have both formal and informal opportunities for communication and information sharing about the child.

➔ ## Signposts for Reflection

3.1.1 What kind of arrangements are in place to facilitate regular formal meetings between parents and staff?

💭 ## Think about: (e.g.)
- Types of meetings organised for parents by the setting
- Involving both parents (where appropriate)
- Frequency of meetings
- Responding to requests from parents for meetings
- Space for/location of meetings

3.1.2 Does your setting operate a key worker system to promote effective communication with parents?

3.1.3 How do you disseminate information to parents?
👁 **See 12.2**

💭 ## Think about: (e.g.)
- Notice Boards
- Daily schedules
- Photographs of staff/children's events and activities
- Oral communication
- Newsletter
- E-mail
- Texting

3.1.4 What kind of opportunities are in place for informal, regular conversations with parents?

💭 ## Think about: (e.g.)
- Creating opportunities for informal interaction with parents
- Making parents welcome within the setting
👁 **See 14.2**

3.1.5 How do the formal and informal opportunities for communication with parents support the child's learning and development?

💭 ## Think about: (e.g.)
- Accessing parents' expert knowledge of their child's development and learning
- Communicating information to parents about their child's learning and development
- Integrating parents' knowledge in the planning/assessment of children's learning
- Supporting parents in understanding their child's learning and development

Component 3.2

There are a variety of opportunities for parents to be involved in activities within the setting, taking into account the range of parents' interests and time-constraints.

➔ ## Signposts for Reflection

3.2.1 How is parental involvement supported and encouraged within your setting?

Think about: (e.g.)

- Opportunities for parents to be involved in the management of the setting
- Opportunities for parents to contribute their skills and resources to the setting **See 16.4**
- Facilitating parents to participate based on their interests, abilities and cultures **See 14.2**
- Being proactive in encouraging parental participation

Component 3.3

Staff are responsive and sensitive in the provision of information and support to parents in their key role in the learning and development of the child. **See 12.2**

→ **Signposts for Reflection**

3.3.1 How do you provide information for parents? **See 16.1**

Think about: (e.g.)

- Range of information
- Regular review of the information available to parents
- Response to specific requests for information
- Making parents aware of information relevant to their key role
- Supporting parents in the use of this information in the home

3.3.2 Do you create opportunities for other professionals from the community to engage with parents within the setting? **See 16.3**

Think about: (e.g.)

- Public Health Nurse
- Garda
- Fire Safety Officer
- Other professionals

Component 3.4

The setting has written records of all policies and procedures regarding parental involvement and makes them available to all stakeholders. **See 10.2** **See 14.1**

→ **Signposts for Reflection**

3.4.1 How does your setting use its policies and procedures in support of parental involvement?

Think about: (e.g.)

- Positive promotion of parental role
- Involving parents in the management of the setting
- Ensuring that parents have read and understood policies and procedures
- Involving parents in compiling policies for the setting **See 4.1**
- Processes for regular review and update of policies
- Putting your policy into practice **See 4.2**
- Documentation of procedures
- Ensuring that everyone understands and follows these procedures

Standard 4: Consultation

Ensuring inclusive decision-making requires consultation that promotes participation and seeks out, listens to and acts upon the views and opinions of children, parents and staff, and other stakeholders, as appropriate.

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Component 4.1

The setting actively invites contributions to decision-making processes and strategies for the development and delivery of the service from a wide range of interested stakeholders.

Component 4.2

The setting acts upon contributions to decision-making processes and strategies for the development and delivery of the service from a wide range of interested stakeholders, as appropriate.

Component 4.1

The setting actively invites contributions to decision-making processes and strategies for the development and delivery of the service from a wide range of interested stakeholders.

→ **Signposts for Reflection**

4.1.1 How do you encourage consultation with staff, parents, children and other appropriate stakeholders?

💭 Think about: (e.g.)

- Regular staff meetings are held as a means for staff to identify their needs

- Adults are facilitated to share opinions through an appropriate forum (e.g., regular group meetings, suggestion boxes, input into purchasing decisions, etc.)

- Open, solution-driven discussions take place on a regular basis within the setting

- Parents are given an opportunity to have input regarding the policies and procedures of the setting

- Parents are given opportunities to have meetings with staff to discuss their child's development, accomplishments and/or needs/difficulties 👁 **See 3.1**

- All staff participate in annual appraisal of the setting

- All staff are provided with the opportunity to evaluate their own performance

- Annual meetings are held, during which all stakeholders are invited to share their views

- Parents have full representation on advisory, management and policy-making committees 👁 **See 3.2**

- Staff seek input from parents about the curriculum/programme and its relationship to children's development

- Interactions with a broad range of stakeholders (e.g., families, colleagues, assistants, other community services, regulatory or other statutory officials, etc.) are facilitated in an efficient and effective manner

- Adults actively create opportunities to involve children in age-appropriate decision-making with regard to the development of the setting 👁 **See 1.1**

4.1.2 What plan has been developed to ensure that the sharing of views and opinions is actively encouraged and appropriately recorded? 👁 **See 10.2**

💭 Think about: (e.g.)

- Supporting adults working in the setting to engage with each other and as a team

- Promoting discussion amongst relevant stakeholders on issues related to the promotion of the health and well-being of children

4.1.3 What strategies do adults employ to encourage and develop children's capacity to contribute their views and opinions on issues relating to their daily experiences? 👁 **See 5.4**

💭 Think about: (e.g.)

- Open-ended questions

- Giving children time to think and reply

- Encouraging children to name and share feelings and emotions

- Sharing control of conversations with the child

- Involving children in finding/choosing a solution to a problem

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4.1.4   What opportunities are available to children to make plans and indicate these plans to adults? 👁 **See 7.3**

4.1.5   How do you show respect for parents' goals and preferences for their child? 👁 **See 3.3**

4.1.6   How is the input of children, parents, families and other relevant stakeholders recorded so as to inform decision-making processes?

4.1.7   How do you give feedback to the participants that are consulted?

Component 4.2

The setting acts upon contributions to decision-making processes and strategies for the development and delivery of the service from a wide range of interested stakeholders, as appropriate.

→ Signposts for Reflection

4.2.1   How are the views and opinions gathered through consultation with stakeholders used to regularly review and revise all aspects of practice?

4.2.2   How are staff encouraged to take responsibility for the implementation of agreed actions? 👁 **See 10.5**

4.2.3   Do you have a policies and procedures handbook devised in consultation with parents, staff, management, and, where appropriate, the children in the setting?

4.2.4   How do you ensure that your policies and procedures are working documents and are revised and updated on a regular basis? 👁 **See 8.1**

4.2.5   How does consultation influence the design and development of the curriculum/programme of activities within the setting?

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