

CENTRE-FAMILY PARTNERSHIP

The forging of strong centre-family partnership is the cornerstone of the provision of quality care.

Centre-Family Partnership

Involving families in their children's education is a continuous process in developing children's potential to the fullest.



- Good centre-family partnership requires both staff and families to share common goals and be willing to work together. This can be achieved through a sense of shared responsibility and a common vision among all parties.
- This partnership embodies mutual respect, goodwill, confidence, trust and most importantly, the commitment to exchange information. Ideally, there is open-mindedness and effective communication between partners.

Centre-Family Communication

The family has a significant influence on a child's development and well-being. Working well with a child means working well with the family.



- Family members and staff are encouraged to have open communication to minimise potential conflicts (for example, the family is informed of the child's performance and centre activities by means of notes, e-mails, telephone calls, regular newsletters, home visits, conferences meetings and video recordings of the child engaging in activities)
- Parents and family members are encouraged to provide feedback (by taking part in evaluating the programme, for instance) and routinely consulted about decisions concerning the children's development and education
- Inputs by family members are encouraged (for example, contribution of recycled/scrap materials or volunteer services in the centre)
- Regular orientation programmes for parents are arranged according to their children's age groups/classes. Initial child enrolment interviews are conducted to understand children's needs and parents' expectations. Settling in is tailored to meet both parents' and children's needs.



Sharing of information with parents





Conferences and tea sessions are held regularly with parents and family members to exchange information on matters related to the children.



Parent sharing skills with children

Home-Centre Link

Continuity between home and centre is vital for a young child to develop and learn well.



- Clear, practical information on home teaching techniques is provided for parents who need extra help
- Families are provided with the relevant resources and information to reinforce children's learning experiences
- Activities are extended to encourage the family's involvement (for example, collecting family data for class discussions or taking pictures of family members performing their duties of work)

Family Involvement

Partnership with families brings many rewards and benefits. They are likely to become strong advocates for the centre and for quality care.

- Opportunities are created for parents and family members to work with the centre (for example, by sharing a special skill/interest with the children, or volunteering to help in the classroom)



- Multicultural programmes involving families sharing their expertise and experiences enhance children's appreciation of our multi-ethnic culture (for example, family members share recipes, stories and cultural experiences)



A grandmother demonstrates dumpling making.



A family of three generations participates in a community project on Fabric of the Nation.

- Family members are invited to play an active role in the child's education (for example, by participating in parent support groups, serving on committees and being involved in making decisions on the programme along with staff)



- Family members are encouraged to work with members of the community to participate in community activities such as fund-raising and nature conservation projects



Supportive Environment

An open and warm environment is created to welcome family participation.

- An administrator or supervisor acts as the link between centre and home
- An open door policy is encouraged and parents are allowed some flexibility in visiting their child (for example, having lunch with the child or participating in specific activities together)
- Parents' work schedules are accommodated when planning parent involvement activities
- A special time is arranged with parents, away from the daily bustle, to raise any concerns
- A family resource library is made available to parents

