PARTNERSHIP PROTOCOL POLICY

INTRODUCTION

Albert St. Primary School takes pride in developing relationships with parents, which enhance the effectiveness of our educational programs.

We recognise that a partnership based on mutual respect and understanding is imperative if we are to succeed in providing and enriched learning program, which is beneficial to students.

With this in mind, the following guidelines have been established to provide some understandings, which should form the basis of this relationship. They should be viewed as general statements on which individual teachers and parents work to build trust and establish a successful working relationship.

SCHOOL EXPECTATIONS

Working in a school environment entails the need for an appreciation of the needs of students and teachers and other parents.

Confidentiality: In the classroom or general school environment, parents will be privy to confidential information either directly or indirectly. It is important in such matters as student behaviour, performance or family matters etc. are kept strictly confidential.

Appropriate Language: There is a need for parent helpers to be aware of the need to maintain appropriate language for students.

Physical ‘touching’: Parents are advised that they should not handle children and certainly not engage in physical punishment of any type.

Ask for assistance: We ask parent to use their initiative, and certainly once they know the routine of the class everything should be fine. However, if in doubt, please ask the classroom teacher or a member of staff for assistance.

Classroom Routine, rules and processes: Each classroom is different. There are different rules and different ways of grouping students and teaching. It is important that parent helpers come to know the way the teacher they are assisting operates the program as well as how to support the student welfare and management.
PARENT EXPECTATIONS

When parents volunteer to assist the school, it is vital the school acknowledges their place in the program and the significance of their commitment to the growth and development of the students they are helping. This can be aided by:

**Being made to feel welcome:** Recognition is important. Parents who give freely of their time need to be valued and accepted and an equal member in the educational process.

**To be actively involved at all times:** Parents give their valuable time to the school to help children. Staff should recognise parents want to be involved in the process and purposefully employed and not to be ‘idle’.

**To be trained/fully briefed on what they must do:** Parents need to be trained/informed in order to be effective and to feel competent in what they are asked to do.