

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Identify needs and how to provide support](#)

Suggestion: [Partner with whānau, parents and caregivers](#)

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23 January 2019

Link

www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/partner-with-whanau-parents-and-caregivers

Successful family-school partnerships

Use these four principles to build a successful partnership.

1. **Family empowerment** – Family empowerment through active decision-making must be an integral aspect of the partnership.
2. **Family-school interdependence** – Home-school communication on a regular basis is vital. It is essential to consider the influence school and family contexts have on each other.
3. **Strength-based approach** – Consider the student's strengths in both school and home settings. The emphasis on a student's strengths shows them in a positive light and provides a springboard to success.
4. **No-fault** – no blame is placed on family or school. Parents/caregivers need support and compassion, not judgment and blame. Teaching a student with FASD has many challenges, and the teacher should not be blamed or feel guilty for not always getting it right.

When teachers believe parents want to be involved, actively seek parent involvement, and are comfortable as partners with parents, parent involvement in the child's education increases.

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