

Guardian Cooperation – in the child's best interest

Guidelines for Public Preschool
May 2020

In the preschool syllabus, it is written that the preschool will support child development, encouraging the children to be active, competent and responsible people.



Introduction

Children need adults. Adults who support, encourage, take responsibility, and help. Adults who have positive expectations and who set clear parameters. These are the fundamental ideas in the guidelines we have developed in Uppsala's municipal preschool for how the preschool and the home should work together.

We know that a good relationship between the preschool and the home is important for learning and development. The preschool presents children with both small and large challenges. Knowledge to be conquered, problems to be resolved, conflicts to be managed, abilities to

be developed, and respectful interaction with others to be had. For these challenges children need adults to help them. A shared intent and will is necessary.

Good cooperation requires clarity when it comes to what everyone's responsibilities are, how any cooperation will be structured, and what to cooperate on. This is how good cooperation between preschool and the home is established – in the child's best interest.

Objectives for Cooperation Between Preschool and the Home

That the preschool and the home:

- Cooperate closely and with trust.
- Help to create the best environment for children to develop and learn during their time in preschool.
- Strive for a shared understanding of the preschool's goals and assignments.
- Support the development and learning of the children in the best possible way, both individually and together.

Responsibilities and Expectations

The responsibility of the preschool is clearly regulated in the Education Act and in the syllabus. The principal will lead and delegate the work. The preschool decides how it should be organised, how resources should be allocated, and how the preschool should work to achieve its goals.

According to the Parental Code the guardian(s) is/are responsible for the upbringing and development of their children. Preschool should supplement the child's upbringing in the home, giving opportunity to a diverse and well developed childhood experience. The preschool's work with the children should be carried out in close cooperation with the home.

The preschool's responsibility

- Ongoing conversations about the child's well-being, development, and learning.
- That guardians are contacted as soon as possible when necessary.
- That guardians are offered at least one parent-teacher conference per year.
- That guardians receive information about school assignments, objectives, and working methods.
- That preschool education is based on the objectives and guidelines of the syllabus.

- Providing a varied and adapted education that takes into account the different interests, needs, and circumstances of the child.
- That guardians have support in their responsibility for children's education and development.
- That guardians receive information about changes taking place in the preschool that have an impact on the child's continued learning and development.
- That guardians have the opportunity to influence and participate in the quality work at the preschool.

The preschool's expectations of guardian(s)

- To be responsible for the upbringing and development of the child.
- To contact the preschool staff with all questions concerning their child when necessary.
- To read and understand the preschool's information about their child's learning and development.
- To participate in meetings and conversations offered by the preschool.
- To ensure that the preschool has access to the correct and updated contact information for the guardian(s).



Structure and Content for Collaboration

In order to achieve cooperation between preschool and home, various forms of communication are necessary. Good communication makes it possible to have joint responsibility and to work together in the child's best interest.

Information

Information concerning your child, the preschool, and any changes will be communicated through daily contact, weekly or monthly newsletters, or via Unikum (read about Unikum below). Information about each preschool can be found on the preschool's website. Information about the municipality's direction and follow-up regarding the preschool's work can be found on the municipality's website uppsala.se.

Initial interview

At the initial interview, the preschool wants to know about the child's experiences. The idea is for the preschool to be able to better meet the child's needs. The purpose of the conversation is to create a good relationship with the family, provide the guardian(s) with information about the preschool's educational activities, view of the cooperation with the home, and information on practical matters in the child's everyday life at the preschool. The interview takes place when the child starts at preschool. The preschool schedules the interview.

Parent-teacher conference

The parent-teacher conference is a meeting where the guardian(s) are invited to a discussion about their child. During the meeting, the preschool and the child's guardian(s) will discuss the well-being, development, and learning progress of the child, both inside and outside of preschool. The conversation contributes to the knowledge about each child and touches on the areas of care, play, and learning.

Unikum, a digital platform

All municipal preschools use a shared digital platform called Unikum. The aim of the platform is to provide a greater opportunity to follow the child's development and learning. It will also facilitate communication and cooperation between the preschool and the household.

Forum for questions/consultation

At each preschool, there is one or more forums for questions and interaction with the guardian(s). The main purpose of the forum is to be a meeting place where guardian(s) can make suggestions and express their views on various issues. Matters concerning individual children, parents, or staff should not be dealt with on this forum. Interaction may also involve providing information on future decisions to those concerned by the decision.

Examples on the forum:

- Information meetings and parent-teacher conferences where the preschool shares information about activities and where the guardian(s) can offer suggestions and opinions on various issues.
- Activities such as coffee, open house and parties where one can ask questions, leave comments and ideas.

Follow-up and Development

Good cooperation between the preschool and the home does not just happen. There must be a common goal and will to create the best possible environment for the child. Cooperation must also be constantly maintained and improved, developing along with the child. It is therefore important that there is a follow-up of how the preschool and the household feel about this cooperation and that the follow-up leads to measures for development and improvement.

Follow-up after introduction

It is important that both children and guardians feel at home in the preschool. Therefore, the preschool wants to know how the guardian(s) perceived the introduction and the introductory period at the preschool. It is the preschool's responsibility to ensure that each child has a good introduction to preschool, together with the guardian(s). This introduction

Concerns and handling complaints

If guardians are concerned or have an opinion about their child's situation at preschool, it is primarily the staff at the preschool who should be contacted, alternately, the principal. If the concerns or complaints are related to operational and organisational issues, these concerns should primarily be directed to the principle.

You can also submit comments or complaints via the Uppsala municipality website [uppsala.se](http:// uppsala.se).

follow-up gives the preschool the opportunity to develop their methods.

Questionnaire for the guardian(s)

Once a year, all guardians receive a questionnaire from the Education Department. The questionnaire contains questions about how guardians perceive their child's situation at their preschool, but also questions about the cooperation between preschool and the household.

The questionnaire is followed up on and analysed internally at the preschool. The preschool then has a responsibility to take measures to make the necessary improvements if required. The guardian(s) receive a brief oral or written follow-up of the questionnaire where the results, analysis, and possible measures are summarised. Questionnaire responses are a valuable starting point for the follow-up efforts and progression.

Through a good and mutual dialogue, together, we can give children the best possible chance for development and learning, at home and at preschool.

Uppsala municipality

The Education Department
utbildningsforvaltningen@ uppsala.se

The guidelines are partly taken from Södertälje municipality, where they have been developed by the Education Office in dialogue with politicians, guardians, and preschool employees.