



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

## EARLY EDUCATION INSTITUTION **POLICY**

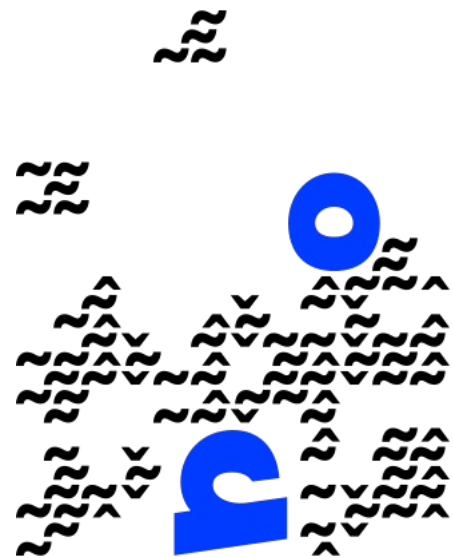
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# PARENT ENGAGEMENT AND COMMUNICATION

### Purpose

This policy sets out a clear parent engagement and communication framework for Early Education Institutions (EEIs). It standardizes the approach and implementation of parent involvement initiatives, as well as the preparation and implementation of parent communication across EEIs to engage parents in their children’s education.



## Definitions

<b>Afternoon Care Program</b>	The daycare program offered in the afternoon to cater to children after the EEI's regular hours.
<b>All About Me Form</b>	A form with personal information about a child, to be filled in by parents at the time of enrollment/registration.
<b>Child</b>	A person under the age of 4 years, as per Federal Decree Law No. (51) of 2022 Regulating Nurseries.
<b>Early Education Institutions (EEIs)</b>	All ADEK-licensed institutions that offer early years service (e.g., nurseries).
<b>Extracurricular Program</b>	An additionally chargeable program of enrichment activities held at EEI premises that may be facilitated by an external service provider.
<b>Holiday Camps</b>	Activities scheduled at the EEI between terms.
<b>Key Team</b>	The team of staff in a child's key group, whom they interact with daily and who take care of their physical, emotional, and educational needs, typically includes the EE Educator, EE Assistant, and EE Aide.
<b>Open Day</b>	A day when parents are invited to visit the EEI, meet staff, and engage with other parents. It may be exclusively for existing parents or may include prospective parents as well.
<b>Parent</b>	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).
<b>Parent App</b>	A software used to communicate with parents. It allows alerts and notifications to be sent and receive feedback from parents.
<b>Parent Conferences</b>	A meeting or conference between parents and educators/teachers to discuss a child's progress (and find solutions to academic or behavioral problems, if any). These meetings supplement the information conveyed in a progress report and are usually held in person and privately for each child.
<b>Parent Consent</b>	Written approval or rejection by parents.
<b>Parent Engagement</b>	Refers to the involvement of parents/families with their child's learning and the learning environment. It is the systematic inclusion of families in experiences and programs that promote children's holistic development and learning journey at the EEI.
<b>Parent Engagement Calendar</b>	A schedule that provides the dates, times, and topics where parent participation is invited. This could include informative workshops, engagement sessions, and special events.
<b>Parent Induction</b>	A process that introduces parents to the new EEI environment, policies, procedures, routines, pedagogy, etc.

<b>Parent Handbook</b>	A document that informs parents about everything they need to know about important policies, rules, and procedures.
<b>Positive Climate/Manner</b>	A positive climate or manner helps people feel socially, emotionally, and physically safe and connected within the EEI community. It includes the norms, beliefs, relationships, teaching and learning practices, and organizational and structural features of the EEI.
<b>Secondary Caregiver</b>	Persons in charge of attending to the child’s needs at home, which could include extended family members, domestic workers, nannies, drivers, etc.
<b>Show and Tell</b>	A teaching method, used especially in teaching young children, in which children are encouraged to bring items chosen by themselves, to their key group and describe them to other children in their key group.



## Policy

All EEIs shall develop and implement a Parent Engagement & Communication Policy, which at minimum outlines all processes, procedures, and guidelines to be followed about:

1. Positive climate/manner
2. Diversity
3. Communication
  - Intended parent communication stance
  - Types of parent communication used by the EEI (e.g., information sharing, admission, and administration-related communication, update and progress information, feedback collection, etc.)
  - Parent communication frequency
  - Communication language and channels (modes of communication)
4. Parent engagement
5. Review and assessment

### 1. A Positive Climate/Manner

EEIs shall plan to engage and communicate with parents in meaningful ways to foster and sustain a positive and welcoming climate in which all parent perspectives are encouraged, valued, and heard.

### 2. Diversity

EEIs shall ensure that parent engagement opportunities and communications reflect the diversity of the parents and the broader community.

### 3. Communication

#### 3.1 Communication Stance

EEIs shall be committed to providing all parent communication with clarity and purpose so that it is understandable, and they shall make parents aware of the individuals responsible for communicating with them based on each type of communication they may experience (see [ADEK EEI Parent Engagement and Communication Policy Guide](#) for commonly used sources).

#### 3.2 Types of Parent Communication

At a minimum, EEIs shall develop and implement the below types of communication to ensure that parents are confident in a meaningful partnership with EEIs:

- a) 3 open-day events during the year.
- b) A parent registration pack.

- c) A parent induction program, which includes the channels and frequency of communication parents can expect.
- d) A parent handbook (in both Arabic and English) that serves as a permanent reference and guide for parents and includes:
  - The channels and frequency of communication parents can expect.
  - The names and contact details of all EEI individuals responsible for sending out various types of information.
  - EEI staffing and management structure.
  - The adult-to-child ratios followed within each age group.
  - EEI program pedagogy and learning approach.
  - The settling-in process (see [ADEK EEI Settling-In Policy](#)).
  - All EEI policies and procedures.
  - Emergency & incident handling and communication.
- e) A parent training program to provide parents guidance on topics, such as child safety at home, dealing with behavioral issues, toddler sleep training, and/or planning healthy meals, car safety for children, etc.
- f) An EEI website with current/up-to-date information and all applicable EEI policies and procedures (see [ADEK EEI Parent Engagement and Communication Policy Guide](#)).

### **3.2.1 Administration- and Admission-Related Communication**

EEIs shall provide parents with a registration pack (see Appendix 1 Registration Pack in the [ADEK EEI Child Attendance Policy Guide](#)) before the child's first day of attendance or registration renewal which includes:

- All documentation and information required to admit and register a child (e.g., application forms, list of required documents, required medical checks and documents, etc.).
- All relevant consent and information forms.
- The EEI fee structure for the different timings offered and the attendance options per week.
- The [ADEK EEI Child Attendance Policy](#).
- The [ADEK EEI Child Pick-Up Authority Policy](#).
- A list of available facilities.
- The type of care provided.
- The program timings.
- Daily routines.
- A list of activities during extended hours and their fees.
- A list of available extracurricular activities and their fees.
- Available holiday camps.

### **3.2.2 Parent Induction**

EEIs shall schedule and organize a parent induction for new and existing parents promptly and share the parent handbook with them at the time of registration or renewal. During the induction session, EEIs shall discuss the following with parents:

- The adult-to-child ratios followed within each age group
- The [ADEK EEI Settling-In Policy](#)
- The parent handbook
- A sample timetable and daily routines (see Appendix 2 in the [ADEK EEI Child Attendance Policy Guide](#))

### 3.2.3 Regular Updates and Progress Reports

EEIs shall provide parents with regular updates about their child’s day and development in line with the below guidelines:

- Communicate daily updates on feeding, napping, and personal care routines via the parent app.
- Provide parents with weekly updates on the children’s activities.
- Establish a system of monthly newsletters.
- Communicate children’s developmental progress with parents at regular intervals.
- Compile observations and assessments into a comprehensive report card clearly showing the development of the child within all the learning and developmental areas.
- Provide a comprehensive report card to parents at least twice per academic year.
- Organize parent conferences to communicate children’s progress, at least twice during an academic year.
- Communicate any changes (e.g., to the timetable, afternoon care program, extracurricular activities, etc.) promptly, through suitable communication channels (e.g., that parents frequently utilize/prefer) and inclusively (e.g., to everyone that is affected or can benefit from the change).

### 3.2.4 Gathering Parents’ Views

EEIs shall have a structured method of communication, through which they capture the opinion and feedback of parents. In addition, EEIs shall also inform parents of the outcome of the collated feedback.

## 3.3 Parent Communication Frequency

EEIs shall communicate with parents at a sufficiently frequent level to ensure they are regularly updated on their child’s wellbeing and progress (see [ADEK EEI Parent Engagement & Communication Policy Guide](#) for best practices).

## 3.4 Communication Language and Channels

EEIs shall provide all communication in Arabic and English, as well as any other main language of instruction they follow, and use various modes of communication to connect with parents (see [ADEK EEI Parent Engagement & Communication Policy Guide](#) for examples).

## 4. Parent Engagement

### 4.1 Parent Engagement Events

EElS shall plan several parent engagement events throughout the year, where parents are invited to visit and engage with the key team, the management, other parents, and their children. These parent engagement events shall be communicated to the parents via the parent engagement calendar.

### 4.2 Parent Engagement Calendar

- a) EElS shall prepare a parent engagement calendar, which includes the schedule for open days, special days, parent participation days, workshops, training sessions, or achievement celebrations.
- b) The parent engagement calendar shall be shared with parents at the start of the term/year to allow parents to manage their time/work schedules and enable their attendance.
- c) This calendar shall be developed and set with the aim of involving parents and addressing the needs of parents, children, and the EEl.

### 4.3 Parent Training

EElS shall offer opportunities for parents to develop and/or strengthen skills and knowledge to support their child's developmental stages at home and provide them with easily accessible resources in multiple languages. These parent training programs and workshops can either be communicated and delivered internally (e.g., with EEl resources) or externally through a service provider (see [ADEK EEl Parent Engagement & Communication Policy Guide](#) for a sample parent engagement calendar).

EElS shall also issue and discuss the parent handbook with parents annually, following the annual review of all its policies and procedures.

## 5. Review and Assessment

EElS shall develop a method of receiving parents' collective opinions and feedback on its parent engagement practices and how these address their needs and those of their child. EElS shall provide evidence of the feedback obtained from parents and the execution of their preferences, where applicable.

## 6. Compliance

- 6.1** This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). EEIs are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).
- 6.2** Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK’s regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the EEI is found to be in violation of its obligations.

## References

- Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema)
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments
- Federal Decree Law No. (51) of 2022 Regulating Nurseries

### Publication

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Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Early Educational Institutions (EEI) in Abu Dhabi.

