

Partner with whānau, parents and caregivers

A suggestion for implementing the strategy
'Identify needs and how to provide support'
from the Guide: [Low vision and learning](#)

Includes:

- Share observations in ways that work for whānau and ākonga
- What to ask
- Support information sharing
- Useful resources

Inclusive Education

From

Guide: [Low vision and learning](#)

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

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

Date

17 May 2024

Link

inclusive.tki.org.nz/guides/low-vision-and-learning/partner-with-whanau-parents-and-caregivers

Share observations in ways that work for whānau and ākonga

Sometimes the language of teaching and learning can create a barrier for families.

Consider how you can share information about learning in ways that are mana-enhancing, support understanding, and promote conversation, for example:

- drawings or graphics
- photos
- videos
- learning stories
- simple graphs of learning data
- culturally relevant metaphors and analogies.

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What to ask

Connect with parents, whānau, and caregivers to understand the strengths and needs of students.

Practical elements:

- the language(s) spoken at home
- medications and allergies
- equipment used at home
- what they do at home to support learning

Students' likes and dislikes:

- likes, interests, strengths, what they're good at, can do independently
- dislikes, what can upset them, how they express this, calming skills
- favourites (TV programmes, hobbies, books, songs, sports)

The people in the students' lives:

- parent and whānau hopes and priorities
- important people in the student's life
- best methods and times to communicate with the family
- professionals working with the family
- questions they have and support they would like from the school.

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Support information sharing

Build regular times for communication

- ✓ Encourage parents and caregivers to share what they have noticed or assessments they have had done outside school.
- ✓ Build on any programmes or materials used at home, to maximise consistency and support for the student.
- ✓ Develop systems for passing on information about a student's needs, progress and next steps.
- ✓ Share information about out-of-school programmes that may help boost the student's self-esteem, for example, classes or groups for music, art, dance or sports.

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Useful resources



Family/whānau file

A booklet to help parents of students with additional needs to brief their child's school.

[Visit website](#)



The vision book: My child, our journey

Read time: 89 min

Families share their experiences about parenting a child who is blind, deafblind or who has low vision.

[Visit website](#)

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