

# Gather information to inform practice

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

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## **Includes:**

- Get the right people around the table
- Connect with community and cultural disability groups
- Make regular times to communicate
- Share information using digital tools
- Take an inquiry approach
- Gather useful data

Inclusive Education

From

Guide: [Autism and learning](#)

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

Suggestion: [Gather information to inform practice](#)

Date

04 June 2026

Link

[inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice](https://inclusive.tki.org.nz/guides/autism-and-learning/gather-information-to-inform-practice)

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## Get the right people around the table

Bring together a team to work in partnership with the autistic ākonga and their whānau.

- ✓ Discuss with ākonga and their whānau who could be part of a supportive team, for example the learning support coordinator, RTLB, support worker, dean.
- ✓ Consider asking colleagues who have experience of autism and teaching autistic ākonga if they would like to contribute.
- ✓ Consider connecting to external expertise or agencies with specialist knowledge in autism, for example Autism NZ, Altogether Autism.
- ✓ Build regular times for communication.

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## Connect with community and cultural disability groups



Source:

Pasifika Autism Support Group

<http://www.asdpasifika.org.nz/>

[View full image \(178 KB\)](#)

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## Make regular times to communicate

Communicate and share information and successes in a meaningful way, demonstrating understanding and support for parents' concerns.

- ✓ 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 ākonga..
- ✓ Develop systems for passing on information about a learner's needs, progress and next steps.
- ✓ Share information about out-of-school programmes that may help to boost the learner's self-esteem, for example, classes or groups for music, art, dance or sports.

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## Share information using digital tools

John Robinson reflects on the value of sharing information using the school SMS and learner e-portfolios.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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## Take an inquiry approach

Develop a responsive evidenced-based process of working together that supports learner self-advocacy.

- Support the ākonga and whānau to lead and guide the conversation.
- Work collaboratively to identify key learning goals, responsibilities and what success would look like.
- Share concerns, questions, and ideas.
- Consider ākonga strengths as well as barriers to learning.
- Identify how solutions or strategies will be implemented, refined and reviewed.
- Discuss how to assess learning in ways that work for ākonga.
- Agree on how to stay in touch and share information.

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## Gather useful data

Gather qualitative and quantitative data to build a full picture of the student's strengths, needs and preferences.

### Qualitative data examples:

- ākonga and whānau voice, feedback, surveys and discussions
- ākonga, kaiako and peers share experiences and impacts
- reflections on learning and real time reporting techniques.

### Quantitative data examples:

- language and communication skills assessments and observations
- social interaction observations
- learning behaviour observations.

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