

Embed relational approaches

A suggestion for implementing the strategy 'Commit to whole-school approaches' from the Guide: [Behaviour and learning](#)

Includes:

- Let values guide practices
- Foster a culture of care
- Put relationships at the heart of learning
- Embrace mahi tahi
- Develop a shared sense of purpose

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Commit to whole-school approaches](#)

Suggestion: [Embed relational approaches](#)

Date

18 June 2026

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/embed-relational-approaches

Let values guide practices

Papatoetoe South School principal, Caroline Chawke talks about how their whakataukī guides teachers, learners and whānau to think and act positively in every interaction that takes place in a school.



Video hosted on Vimeo <http://vimeo.com/945992064>

Closed Captions

Source:

[Ministry of Education – Inclusive Education videos](#)

<https://vimeo.com/945992064>

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Foster a culture of care

Build a safe and supportive “whānau-like” environment in which teachers and learners can engage and learn.

As human beings, we all want to be loved. We all want to be liked. We all want to feel part of a family, regardless of what that family is.

Source:

[An inclusive learning community](https://ero.govt.nz/our-research/an-inclusive-learning-community), Education Review Office
<https://ero.govt.nz/our-research/an-inclusive-learning-community>

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Put relationships at the heart of learning

Respectful caring relationships are the heart of the McAuley High School learning community. Maintaining these relationships involves every member of staff.



Video hosted on Vimeo <http://vimeo.com/221215196>

Closed Captions

Source:

[Education Review Office](#)

<https://ero.govt.nz/our-research/an-inclusive-learning-community>

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Embrace mahi tahi

Mahi tahi means working as one, with collective responsibility, commitment, and a shared focus. Review the following statements for your own context.

Mahi tahi or working as one is alive in a learning community when:

- ākonga and whānau are included in making decisions, setting goals, and solving problems
- ākonga and whānau expertise is valued and community members are viewed as teachers and learners
- the local curriculum is co-constructed with ākonga, whānau, and mana whenua to create a responsive, localised curriculum linked to te ao Māori
- learning is made visible in ways that work for both ākonga and whānau, for example, through learning stories or blogs and e-portfolios
- creative, flexible and responsive ways keep whānau connected (mobile technologies and community networks)
- kaiako work to understand learning and behaviour from all perspectives
- kaiako are open to feedback from whānau and the wider community
- kaiako actively engage with mana whenua and take responsibility for embedding their knowledge and narratives in curriculum and practice.

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Develop a shared sense of purpose

School board chairperson Giovanni Tiso talks about representing the aspirations and interest of the community to create an inclusive school.



Video hosted on Vimeo <http://vimeo.com/159138180>

Closed Captions

Source:

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

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

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