

Empower learners

A suggestion for implementing the strategy
'Foster relationships and partnerships' from
the Guide: [Behaviour and learning](#)

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- Includes:**
- Explore rangatira­tanga – self-determination
 - Seek and respond to student voice
 - Develop systems for student feedback
 - Support self-advocacy with learner profiles
 - Support choice making

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Foster relationships and partnerships](#)

Suggestion: [Empower learners](#)

Date

18 June 2026

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/empower-students

Explore rangatiratanga – self-determination

Offer learners ongoing opportunities to learn their culture. This can have a significant impact on a learner's self-respect and readiness to learn.

Teachers can help by:

- acknowledging learners' expertise, for example, their knowledge of a particular place or cultural convention, and inviting them to share their knowledge and experience with class members
- taking the role of a facilitator of learning rather than the holder of knowledge
- inviting students with specific skills to teach their peers and the teacher
- encouraging ākongā to invent – bring something new into being
- enabling ākongā to develop a sense of their own identity through making art works
- suggesting ākongā make a series of photographs about an issue or interest they feel passionate about
- talking with ākongā about where and how their work might best be displayed
- supporting ākongā to create opportunities to exhibit, publish or perform their work beyond the classroom
- encouraging and supporting ākongā to develop their own wellbeing initiatives.

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Seek and respond to student voice



Source:

Queens University Belfast

<https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html>

[View full image \(112 KB\)](#)

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Develop systems for student feedback

At Otumoetai Intermediate School, Student Learning Leaders learn how to undertake structured classroom observations focused on teaching and learning. The students and staff discuss the process and its impact.



Video hosted on Vimeo <http://vimeo.com/221216412>

Closed Captions

Source:

[Student feedback: observing the teacher | Education Review Office](#)

<https://ero.govt.nz/our-research/student-feedback-observing-the-teacher>

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Support self-advocacy with learner profiles

Create opportunities where students can tell you what supports their learning and what gets in the way.

Having students create a learner profile for themselves is a great way to have them develop a better and fuller understanding of who they are as learners ...

This develops their independence and places them in a better position to self-advocate for the tools, learning materials, and presentation options that can optimise their learning experiences.

Naryn Searcy

Source:

UDL Resource

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Support choice making

Teach students how to make choices that help them be effective learners. Provide supported opportunities to practice choice making.

Approaches

- Steadily increase the options on offer.
- Regularly touch base with students to review making choices.

Areas where choice could be offered

- Where to study
- Who to work with
- Timetable for the day
- When to take a food or stretch break
- How to demonstrate their learning
- The text or topic for an inquiry
- The subject of creative work.

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