

Explore and find solutions together

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

Includes:

Be curious

Work as a team

Have the right people at the table

Defining the purpose of the group

Use circles of evidence

Check your thinking with your peers

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From

Guide: [Behaviour and learning](#)

Strategy: [Foster relationships and partnerships](#)

Suggestion: [Explore and find solutions together](#)

Date

18 June 2026

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/explore-and-find-solutions-together

Be curious

Curiosity allows us to be non judgemental and keep an open mind about what is shaping behaviour.

For example:

- Step outside your own worldview.
- Be comfortable with uncertainty.
- Be mindful of your own assumptions and biases.
- Listen and observe.
- Deliberately adopt a “not knowing” stance.
- Support ākonga and whānau to lead and guide the conversations.

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Work as a team

Te Puna Wai Ora,
Invercargill Middle
School staff talk about
how they have worked
together to make the
most of every learning
opportunity.



Video hosted on Youtube <http://youtu.be/UoCP1ipr8E8>

Closed Captions

Source:

[The Prime Minister's Education Excellence Awards](#)

<https://www.youtube.com/watch?v=UoCP1ipr8E8>

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Have the right people at the table

Determine who will be part of the learning support community to work in partnership with teachers, ākonga and their whānau.

This infographic decision pathway may help: [Who's at your table – Tātai Aho Rau](#) (PDF, 118KB)

Possible collaborators could include:

- Leadership representatives or deans
- Trusted community support people
- Colleagues who have expertise or trusting relationships with ākonga and whānau
- Teacher aides
- Learning support coordinators or facilitators
- Resource Teachers: Learning and Behaviour
- Iwi services
- Disability support groups
- Community, local religious or youth leaders
- Ministry of Education specialists, such as speech-language therapist or educational psychologist
- Local medical, child and adolescent mental health services
- Local social work services

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Defining the purpose of the group

Develop together your kaupapa and kōrero for this mahi. Find words and images that capture the intention and purpose of the group.

If the intention is to develop strengths-based partnerships, parties need, at the very least, a shared understanding of the purpose of the partnership and their respective roles in it.

Ally Bull

Source:

[Families and communities engagement in education: Project 2 – Notions of partnership \(NZCER\)](#)

<https://www.nzcer.org.nz/research/publications/families-and-communities-engagement-education-project-2%E2%80%94notions-partnership>

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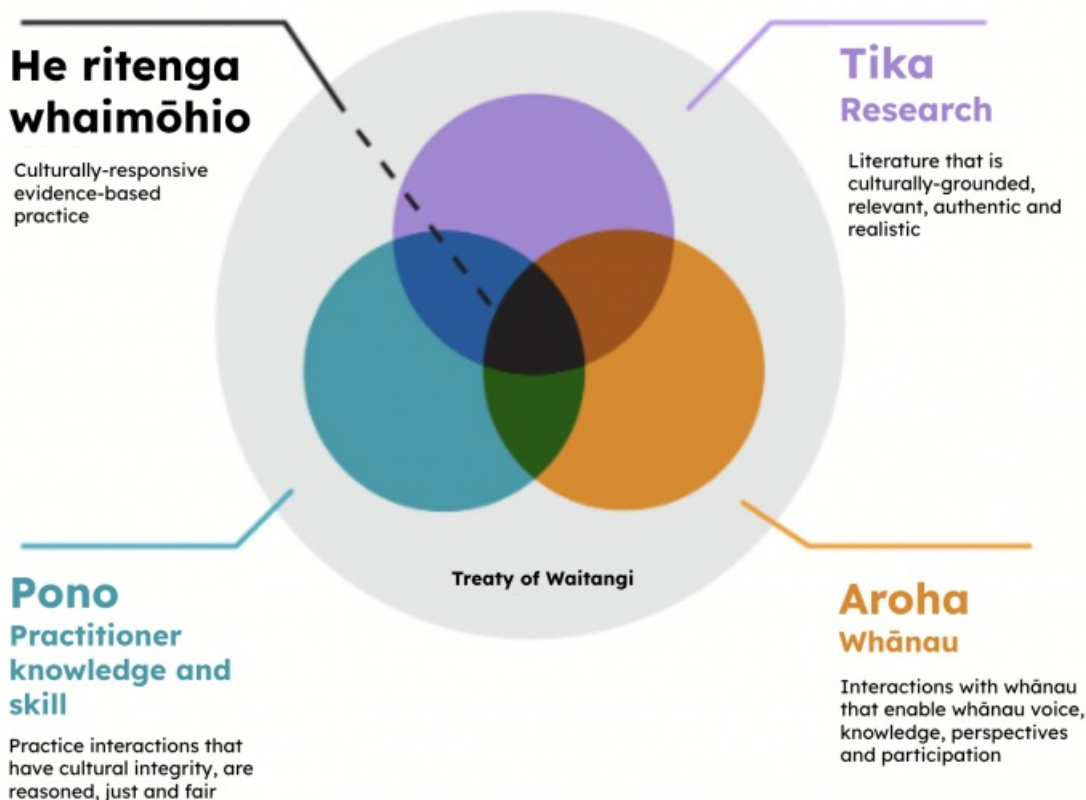
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Use circles of evidence



Source:

Adapted from He Pikorua in action, Ministry of Education

<https://hepikorua.education.govt.nz/he-pikorua/kohikohi-gather-information#circles-of-evidence129>

[View full image \(325 KB\)](#)

Use multiple perspectives when you gather information. Circles of evidence involves 3 key components: whānau, practitioner expertise and research (Macfarlane and Macfarlane, 2013).

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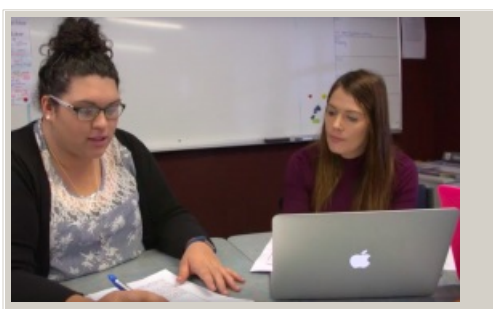
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Check your thinking with your peers

Take every opportunity to check your thinking and observations with your teaching peers.



Video hosted on Youtube <http://youtu.be/XAasctdC2Ho>

Closed Captions

Source:

[PMEEA New Zealand](#)

<https://youtu.be/XAasctdC2Ho?si=ttHqaVuv1U8lcEoI>

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