

# Build reciprocal relationships between kaiako, tamariki, and whānau

A suggestion for implementing the strategy

'Collaboratively planning a universally designed learning environment' from the

Guide: [Collaborative planning for learning](#)

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## **Includes:**

Build relational trust

Have a two-way, open-door policy

Self-review

Commit to understanding ākonga

Reflection questions

Useful resources

Inclusive Education

From

Guide: Collaborative planning for learning

Strategy: Collaboratively planning a universally designed learning environment

Suggestion: Build reciprocal relationships between kaiako, tamariki, and whānau

Date

25 April 2024

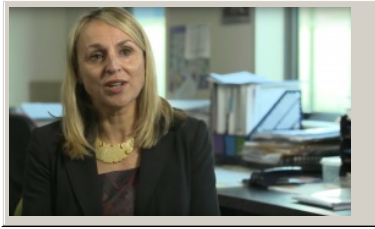
Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/build-reciprocal-relationships](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/build-reciprocal-relationships)

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## Build relational trust

The Flaxmere College team describe how building trust becomes the foundation for conversations about learning.



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

Closed Captions

Source:

PMEEA New Zealand

<https://youtu.be/XAasctdC2Ho?si=l6L4H-QM8zkxEsUK>

## Have a two-way, open-door policy

**Kaiako go out the door** into community spaces to learn about what is valued, demonstrate we are interested and care



**Tamariki and whānau are welcomed in the door** and invited to bring with them their culture, language, identity, abilities, knowledge, skills, passions and connections



Source:

Adapted from An open-door policy that works

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Community-engagement/An-open-door-policy-that-works#collapsible2>

[View full image \(4.5 MB\)](#)

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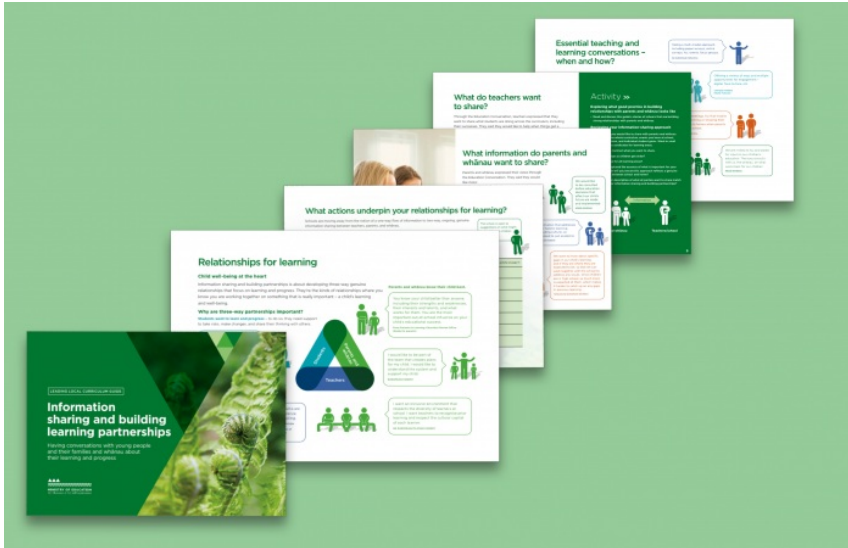
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## Self-review



Source:

NZ Curriculum Online

<http://nzcurriculum.tki.org.nz/content/download/168043/1241581/file/Information%20Sharing%20and%20Building%20Learning%20Partnerships.pdf>

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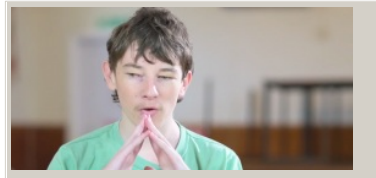
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## Commit to understanding ākonga

Hamish describes the positive impact of being “known” by his teacher.

He also reflects on the impact of being invisible.



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

Closed Captions

Source:

[Inclusive Education Action Group \(NZ\)](https://ieag.org.nz/voices/videos/)

<https://ieag.org.nz/voices/videos/>

## Reflection questions

What does whanaungatanga, manaakitanga, and ngākau nui (big heartedness) look like in your learning space?

Consider the following questions:

What opportunities, both formal and informal, are there for whānau and ākonga to meet kaiako and each other?

Do such opportunities take account of the diversity of everyone involved?

How open is your early learning service or school to discussing the beliefs held by staff about engaging with whānau?

How is diversity embraced in your community?

How do you create a sense of full inclusion?

What do you know about the effectiveness of engaging and building relationships with ākonga, whānau, and the wider community?

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## Useful resources



### How cultural relationships for responsive pedagogy build on Māori metaphors

Read time: 2 min

An overview of how the Māori metaphors of whānau, whakapapa, kaupapa, wānanga ako, and mahi ngātahi guide cultural relationships and responsive pedagogy.

Publisher: University of Waikato

[Download PDF](#)



### Information sharing and building learning partnerships: Having conversations with young people and their whānau about their learning and progress

Read time: 16 min

Guidance, review questions, activities, examples, and resources to enable deep discussions in your school about information sharing and learning partnerships. Use it to lead conversations with parents and whānau or with staff to review practice.

[Visit website](#)

