

Gather information to have conversations with ākonga and whānau

A suggestion for implementing the strategy 'Making a collaborative learning support plan' from the Guide: [Collaborative planning for learning](#)

Includes:

- Use a range of tools
- Record observations
- Check your thinking with your peers
- Gather observations using a narrative approach
- Reflection questions
- Useful resources

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From

Guide: [Collaborative planning for learning](#)

Strategy: [Making a collaborative learning support plan](#)

Suggestion: [Gather information to have conversations with ākongā and whānau](#)

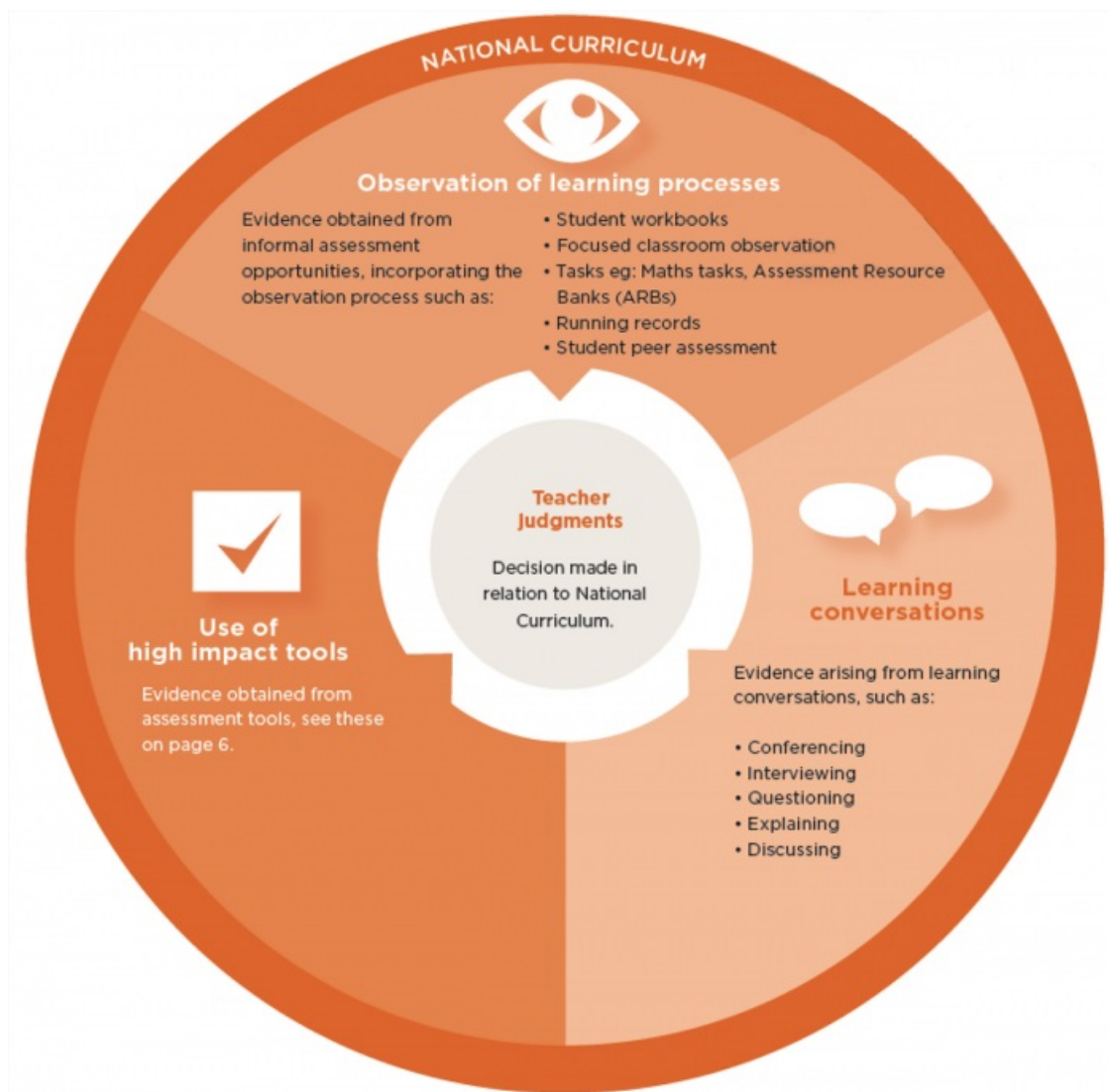
Date

12 July 2026

Link

inclusive.tki.org.nz/guides/collaborative-planning-for-learning/gather-information

Use a range of tools



Source:

[NZ Curriculum Online](#)

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning>

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Record observations

Consider the following questions in your own context.

Take a look at **some examples** to kick-start your thinking.

- 1 What are you observing?
- 2 When does it happen – the particular context or setting?
- 3 When does it not happen?
- 4 What happens beforehand?
- 5 How do people around them respond?
- 6 What is the impact on learning?
- 7 What helps?

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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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Gather observations using a narrative approach

Rods for skip counting in 2s
19th Aug 2010

I have explained to Raven that I will be giving her to do some of the rods with this 'rod' number. The number and it is easy and repetitive for her.

I was also giving Raven a wide range of options to try, making the rods out with different materials, like cardboard, and using different colors.

Each of the rods are the same since 2 of the white rods. She can do it as a '2'.

When Raven puts the rods into the position on the table, she can see when the numbers are on the number line.

Raven is able to predict the next number in the sequence and then check by adding the rods to see if she is correct.

Alice 19th Aug 2010

Rods for skip counting in 2s
19th Aug 2010

I have been challenging Raven in her classes—We have been working with "extending her knowledge of skip counting in 2's".

We started with skip counting up to 20. Then I made it really hard by getting Raven to count backwards in 2's from 20. Raven found this challenging, so we had a look at the numbers using the bundles of ice block sticks, so that Raven could see that it was the same as her 'ten and' knowledge. She knew the 'special numbers' were 0, 2, 4, 6, and 8 and when we went up into the 'tens' numbers we were using the same 'special numbers' with a 'ten' in front of them... Once Raven could see this, she was able to then work out how the numbers would work when counting backwards from 20.

The latest challenge that I have been giving Raven is to start skip counting in 2's from a 'given number' e.g. Start skip counting in 2's from 60 and stop at 70. She has found this fun to do and has been good at working out the sequence... 60... 62... 64... 66...

Next step to skip count backwards in 2's from a 'given number'

Alice 26th Aug 2010

Extending the Skip Counting in 2s
26th Aug 2010

I have been challenging Raven in her classes—We have been working with "extending her knowledge of skip counting in 2's".

We started with skip counting up to 20. Then I made it really hard by getting Raven to count backwards in 2's from 20. Raven found this challenging, so we had a look at the numbers using the bundles of ice block sticks, so that Raven could see that it was the same as her 'ten and' knowledge. She knew the 'special numbers' were 0, 2, 4, 6, and 8 and when we went up into the 'tens' numbers we were using the same 'special numbers' with a 'ten' in front of them... Once Raven could see this, she was able to then work out how the numbers would work when counting backwards from 20.

The latest challenge that I have been giving Raven is to start skip counting in 2's from a 'given number' e.g. Start skip counting in 2's from 60 and stop at 70. She has found this fun to do and has been good at working out the sequence... 60... 62... 64... 66...

Next step to skip count backwards in 2's from a 'given number'

Alice 26th Aug 2010

Special Character Values	Connections to the Curriculum Framework for Mathematics
1. Numerical and Symbolic	1. Understanding numbers and their relationships
2. Measurement and Spatial	2. Understanding measurement and geometry
3. Algebra	3. Understanding algebraic relationships
4. Data and Statistics	4. Understanding data and statistics
5. Probability	5. Understanding probability
6. Number and Numeracy	6. Understanding number and numeracy
7. Mathematical Processes	7. Understanding mathematical processes
8. Mathematical Communication	8. Understanding mathematical communication
9. Mathematical Problem Solving	9. Understanding mathematical problem solving
10. Mathematical Reasoning	10. Understanding mathematical reasoning

Source:

NZ Curriculum Online

<http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn-principle/Learning-stories#collapsible2>

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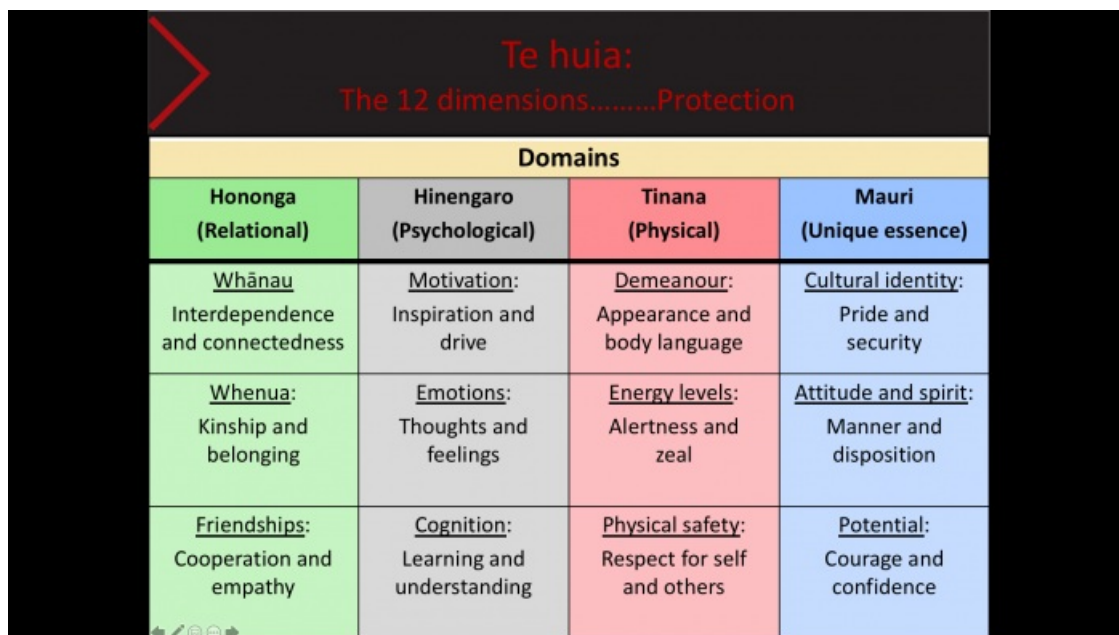
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Reflection questions



The image shows a grid titled 'Te huia: The 12 dimensions of Protection'. The grid is organized into four columns representing domains: Hononga (Relational), Hinengaro (Psychological), Tinana (Physical), and Mauri (Unique essence). Each domain has three rows of dimensions. The grid is color-coded: Hononga is green, Hinengaro is grey, Tinana is pink, and Mauri is blue. A red arrow points to the title.

Te huia: The 12 dimensions.....Protection			
Domains			
Hononga (Relational)	Hinengaro (Psychological)	Tinana (Physical)	Mauri (Unique essence)
<u>Whānau</u> Interdependence and connectedness	<u>Motivation:</u> Inspiration and drive	<u>Demeanour:</u> Appearance and body language	<u>Cultural identity:</u> Pride and security
<u>Whenua:</u> Kinship and belonging	<u>Emotions:</u> Thoughts and feelings	<u>Energy levels:</u> Alertness and zeal	<u>Attitude and spirit:</u> Manner and disposition
<u>Friendships:</u> Cooperation and empathy	<u>Cognition:</u> Learning and understanding	<u>Physical safety:</u> Respect for self and others	<u>Potential:</u> Courage and confidence

Source:

[Te Huia: Protecting the well-being of the tamaiti](#)

<https://www.inclusive.tki.org.nz/assets/inclusive-education/resources/files/Te-Huia-grid.pdf>

[View full image \(263 KB\)](#)

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Useful resources



Assessment for learning: Using the right tools and resources to notice and respond to progress across the curriculum

Read time: 14 min

This guide focuses on informal assessment for learning in the classroom to inform teaching and learning, including selecting appropriate assessment tools for equitable and positive outcomes for all students. It will support you to review your assessment policies and procedures and can be used for ongoing review.

[Download](#) PDF (637 KB)



Te Huia: Protecting the wellbeing of the tamaiti

Reflective questions to inform practice and planning.

Publisher: Sonya & Angus Macfarlane

[Download](#) PDF (157 KB)

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