

# Meet with ākonga and whānau and share observations and insights

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

---

## **Includes:**

- Listen and learn together
- Ask whānau what will help
- Meet in places that work for both whānau and ākonga
- Focus on possibilities
- Share observations in ways that work for whānau and ākonga
- Useful resources

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākongā and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

## Listen and learn together

Building our knowledge helps us support children more effectively.

**We are true partners when:**

- you listen to what I have to say
- you acknowledge my intelligence
- you want to learn more about my ways
- you don't judge me
- you engage me in genuine dialogue
- we make decisions together
- you show that my child matters to you
- you include my experience, knowledge, and viewpoints with yours.

## Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākonga and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](http://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

## Ask whānau what will help

Listen and learn from whānau and ākonga.

Allow their insights to influence how you plan to provide support.



Video hosted on Vimeo <http://vimeo.com/186357831>

Closed Captions

Source:

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

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

## Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākonga and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](http://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

# Meet in places that work for both whānau and ākonga

Teachers at Coastal Taranaki School organise learning conferences in places and at times that work for whānau.

This can be at home, on the marae, or in the local cafe.



Video hosted on Youtube <http://youtu.be/QD6nBfMN6QY>

Closed Captions

Source:

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

[https://www.youtube.com/channel/UCAVj1u5O5phzR\\_Izale-0jw](https://www.youtube.com/channel/UCAVj1u5O5phzR_Izale-0jw)

[Inclusive Education](#)

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākongā and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

## Focus on possibilities

Shift the question away from a problem or fix-it focus to a possibility focus.

There's always a subtle feeling of disempowerment in a problem, a feeling that all doors are shut ... there's a weariness and stuckness to it.

Simply asking, "What's the possibility I see in this situation?" can make a big difference.

**David Isaacs**

Source:

[The art of powerful questions: Catalyzing insight, innovation and action](#)

<https://theworldcafe.com/tools-store/store/>

[Inclusive Education](#)

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākongā and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

## Share observations in ways that work for whānau and ākongā

Sometimes the language of teaching and learning can create a barrier for families.

Consider how you can share information about learning in ways that are mana-enhancing, support understanding, and promote conversation, for example:

- drawings or graphics
- photos
- videos
- learning stories
- simple graphs of learning data
- culturally relevant metaphors and analogies.

## [Inclusive Education](#)

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Meet with ākongā and whānau and share observations and insights](#)

Date

05 June 2026

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/meet-with-akonga-and-whanau)

---

## Useful resources



### Āta whakaaro – Sense-making

Sense-making is the third stage of the He pikorua practice sequence of RTLB and Ministry Learning Support specialists. It involves encouraging input from all members of the team, including learners and their whānau, to collectively analyse the information gathered from various sources.

Publisher: He Pikoura

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.