

# Provide support for whānau as learning collaborators

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:

Ask whānau what support will be useful

Plan for diversity

Examples in action

The family So'otaga

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

Strategy: [Collaboratively planning a universally designed learning environment](#)

Suggestion: [Provide support for whānau as learning collaborators](#)

Date

09 September 2025

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/provide-support-for-whanau](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/provide-support-for-whanau)

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## Ask whānau what support will be useful

In response to requests from whānau, Pomaria School provides workshops on how to support tamariki in their learning.



Video hosted on Vimeo <http://vimeo.com/225807511>

[View transcript](#)

Source:

Ministry of Education, inclusive education videos (NZ)  
<https://vimeo.com/showcase/2950799>

[Inclusive Education](#)  
From  
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## Plan for diversity

Focus	Options			
Create a welcoming space	Create a culturally familiar context using kai, tikanga, and the languages of your community.	Welcome siblings, extended whānau, and supporters.	Invite teacher aides, support staff, and RTLB.	Add your own ...
Build in flexibility	Offer events both in the day and in the evening.	Provide advance warning and reminders of any learning focussed events.	Send the invitation in multiple ways using social media, word of mouth, email and website.	Add your own ...
Offer information in more than one way	Offer ways to participate face-to-face and online.	Make a recording of the event so whānau can watch it afterwards.	Make useful hard copy and digital handouts using both visuals and text.	Add your own ...
Ensure equitable access	Check vision, hearing, and mobility needs and preferences and provide supports.	Offer communication support (NZSL or other language interpreters).	Offer communication support (NZSL or other language interpreters).	Add your own ...

Source:  
Ministry of Education

[View full image \(180 KB\)](#)

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## Examples in action

These four videos show how kura have created space and offered support for whānau.

- ✓ [Kaiako and tamariki facilitate a workshop of whānau on how to give effective feedback](#)
- ✓ [Kaiako involve whānau in documenting learning celebrations](#)
- ✓ [A kaiako uses e-portfolios to create a window into the classroom and celebrate success](#)
- ✓ [At a celebration concert, a school seated a student rep and a kaiako at each whānau table to have conversations about learning](#)

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# The family So'otaga

So'otaga is a Samoan word that means "connection".

The programme sets up three connections, between home and school, home and the child's learning, and now and the future.



Video hosted on Youtube <http://youtu.be/Uy6Nd5eoBiw>

Closed Captions

Source:

[PMEEA New Zealand](#)

<https://youtu.be/Uy6Nd5eoBiw?si=Y8km8HgCFIyZF9PI>

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## Reflection questions

Adapt these questions  
for your situation.

How do your current learning opportunities for whānau suit their needs and meet their expectations?

How do you know who it suits and who may feel excluded?

What actions are you taking to reach those whānau who have not taken up the opportunities you have offered so far?

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## Useful resources



**Build relationships with whānau and others who know the student well: Listen to families**

Suggestion from our Inclusive classroom culture guide focused on building relationships around learning.

[Visit website](#)



**Whakawhanaungatanga – build connections**

Whakawhanaungatanga is the first stage of the He Pikorua practice sequence for RTLB and Ministry Learning Support specialists. Whakawhanaungatanga provides opportunities to support positive relationships, collaborate, and explore what is important.

Publisher: He Pikoura

[Visit website](#)

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