

# Build whanaungatanga

A suggestion for implementing the strategy

'Identify needs and how to provide support'

from the Guide: [Dyspraxia and learning](#)

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## Includes:

Ask what helps

Connect with culturally sustaining frameworks

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Useful resources

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Identify needs and how to provide support](#)

Suggestion: [Build whanaungatanga](#)

Date

29 August 2025

Link

[inclusive.tki.org.nz/guides/dyspraxia-and-learning/build-whanaungatanga](http://inclusive.tki.org.nz/guides/dyspraxia-and-learning/build-whanaungatanga)

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## Ask what helps

Tyler a student from Parkvale School shares how using a netbook supports his learning.



Video hosted on Vimeo <http://vimeo.com/64541738>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Curriculum/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom>

## Connect with culturally sustaining frameworks

Learn from whānau using culturally sustaining frameworks. Understand how to meet hauora or wellbeing and learning needs.

For example, use dimensions from the Māori health model, Te Whare Tapa Whā

### **Taha Whānau – family, people and relationships**

- whānau, friends, iwi and hapū
- cultural, religious, social and recreational connections
- professionals working with the family.

### **Taha Wairua – spiritual wellbeing or life force**

- spiritually strengthening aspects, for example faith, being in nature, creative activities and meditation
- interests
- hopes and priorities for ākonga and whānau.

### **Taha Tinana – physical wellbeing**

- physical activity and recreation preferences
- fine and gross motor challenges
- medications and allergies.

### **Taha Hinengaro – mental and emotional wellbeing**

- strengths and talents
- dislikes and things they find difficult
- signs that the student is beginning to feel upset or anxious
- strategies used to calm students.

### **Whenua – connection to the land and environment**

- important places
- iwi and hapū maunga awa – mountains and rivers
- interests in the environment, plants and animals
- connections to people and ancestors.

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## Support self-advocacy with learner profiles

Create opportunities where students can tell you what supports their learning and what gets in the way.

Having students create a learner profile for themselves is a great way to have them develop a better and fuller understanding of who they are as learners ...

This develops their independence and places them in a better position to self-advocate for the tools, learning materials, and presentation options that can optimise their learning experiences.

**Naryn Searcy**

**Source:**

UDL Resource

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## **Innovate with getting to know your learner**

Learner profiles can help school staff build relationships with ākonga and their whānau, understand their perspectives and design learning to meet learner needs. There are many creative and innovative ways to build knowledge about your learner.

Creative alternatives to learner profiles:

#### **1. All About Me Interviews**

- One-on-one chats with a teacher or peer using simple, structured questions.
- Use visuals or yes/no prompts.
- Record answers through voice, video, or drawing:
- "What do you like at school?"
- "What helps you learn?"

#### **2. Video Introductions / Self-Presentations**

- Learners record short videos introducing themselves.
- They can show their strengths, interests, and needs.
- Great for visual and verbal expression — use prompts or interview formats.

#### **3. Photo Collages or Vision Boards**

- Learners select photos of people, places, things, or activities they like.
- Use magazines, printed photos, or digital tools (like Canva or Book Creator).
- Add labels or short captions if appropriate.

#### **4. Learning Choice Baskets**

- Use a basket or box filled with objects that represent learning preferences (e.g., headphones, timer, picture of a friend, fidget, iPad).
- The learner selects what helps them learn best.
- You can record their choices as a profile.

#### **5. Interactive Poster or Wall Display**

Create a classroom wall or board where learners can add post-its or pictures under categories:

"I feel calm when..."

"I like learning with..."

"I want to get better at..."

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## Find approaches that work at school and at home

Share approaches that are successful at home or at school to build continuity, strengthen engagement and facilitate learning.

Approaches or items that could be shared or aligned across home and school include:

- student interests, such as favourite topics, colours, sports and music.
- visuals that support tasks and multi-step processes.
- phrases, visual cues, signs and other communication and reminder techniques.
- furniture options and physical supports, for example, chairs and table heights that support balance
- approaches and activities to build skills such as balance.
- calming or energising strategies, for example, objects, cushions, swing seats and break out spaces.
- objects and items that are meaningful and offer support for their children.
- strategies and solutions to address specific needs.

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## Useful resources





## Learning Maps

Learning maps are another practical approach for Kaiako and parents to support learners in fun and energising ways that will help to improve their learning.

Publisher: Infinity Learn Limited

[Visit website](#)



## PATH Planning Process

This site provides in-depth information about the process of PATH planning from a person-centred, kotahitanga approach.

Publisher: Inclusive Solutions

[Visit website](#)



## ThingLink

Allows learners to embed hotspots with text, audio, quizzes, and links onto images or videos—great for presenting their learning visually and interactively.

Publisher: ThingLink

[Visit website](#)



## Avatoon – Cartoon avatar maker

Students can create personalised avatars that reflect their identity, style, and expressions—perfect for easy self-representation in digital profiles or presentations.

Publisher: Avatoon

[Visit website](#)

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