

Gather information to inform practice

A suggestion for implementing the strategy
'Identify needs and ways to provide support'
from the Guide: [FASD and learning](#)

Includes:

Take an inquiry approach

Use circles of evidence

Connect with culturally sustaining frameworks

Use a range of tools

Check your thinking with your peers

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

Suggestion: [Gather information to inform practice](#)

Date

18 June 2026

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/gather-information-to-inform-practice

Take an inquiry approach

Develop a responsive evidenced-based process of working together that supports students' self advocacy.

- Support the ākonga and whānau to lead and guide the conversation.
- Work collaboratively to identify key learning goals, responsibilities and what success would look like.
- Share concerns, questions, and ideas.
- Consider ākonga strengths as well as barriers to learning.
- Identify how solutions or strategies will be implemented, refined and reviewed.
- Discuss how to assess learning in ways that work for the student.
- Agree on how to stay in touch and share information.

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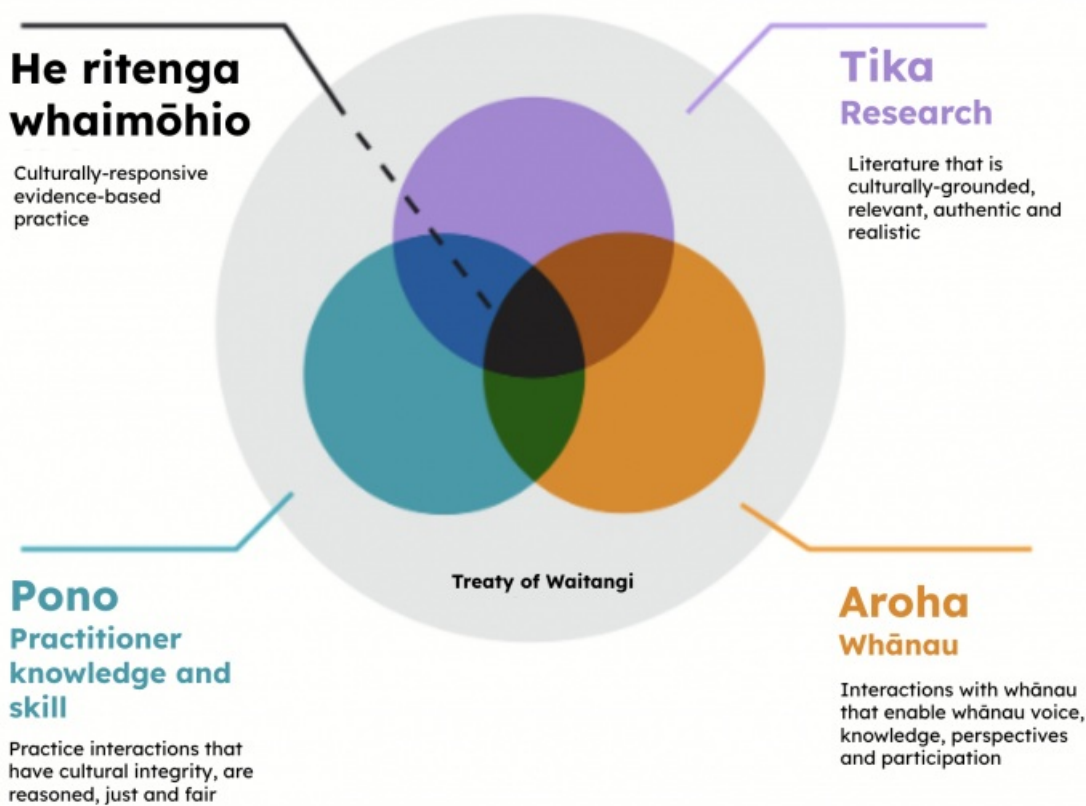
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Use circles of evidence



Source:

Adapted from He Pikorua in action, Ministry of Education

<https://hepikorua.education.govt.nz/he-pikorua/kohikohi-gather-information#circles-of-evidence129>

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Use multiple perspectives when you gather information. Circles of evidence involves 3 key components: whānau, practitioner expertise and research (Macfarlane and Macfarlane, 2013).

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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 well being or life force

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

Taha Tinana – physical wellbeing

- physical activity and recreation preferences
- sensory challenges
- medications and allergies

Taha Hinengaro – mental and emotional wellbeing

- strengths and talents
- dislikes, what can upset them
- 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 – mountains and awa – rivers
- interests in the environment, plants and animals
- connections to people and ancestors.

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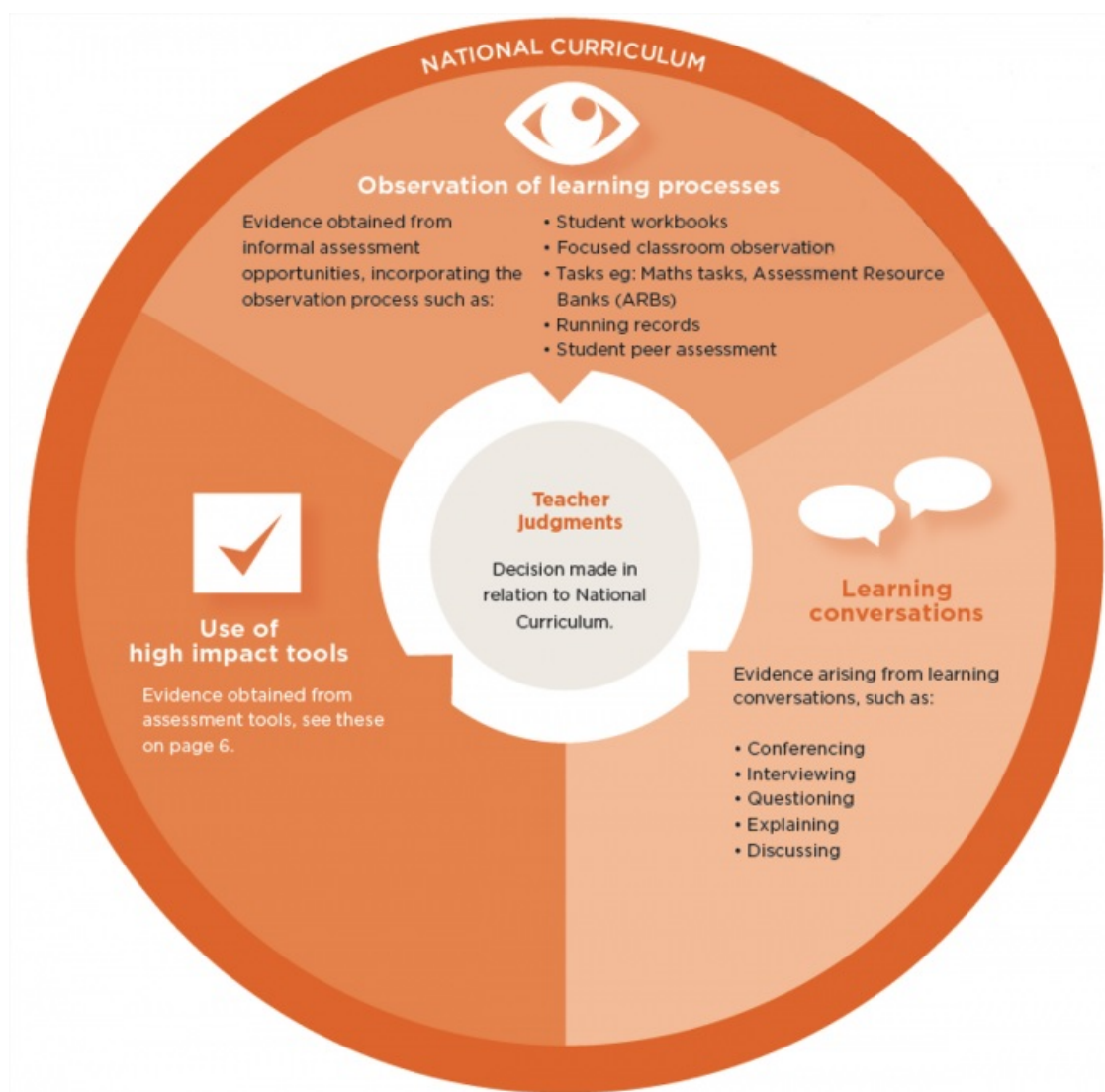
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Use a range of tools



Source:

NZ Curriculum Online

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

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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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