Inclusive Education

Identify and plan how to meet students' learning support needs

A suggestion for implementing the strategy 'Strategically resourcing for inclusive practices' from the Guide: Leading inclusive schools

Includes:

- Get the right people around the table
- Deepen understanding of learning needs
- Use circles of evidence
- Make informed decisions
- Use a range of tools
- Record and share information

Get the right people around the table

Establish a team with the knowledge and skills to support student learning and wellbeing, and set regular times to communicate.

- ākonga
- whānau
- class or home room teachers
- teacher aides
- in-school learning support staff, for example, the Learning Support Coordinator, support worker, SENCO or dean
- external Learning Support services, for example, RTLB, SLT, OT, BLENNZ
- external specialists
- other significant external support people, if appropriate, such as church or club leaders.

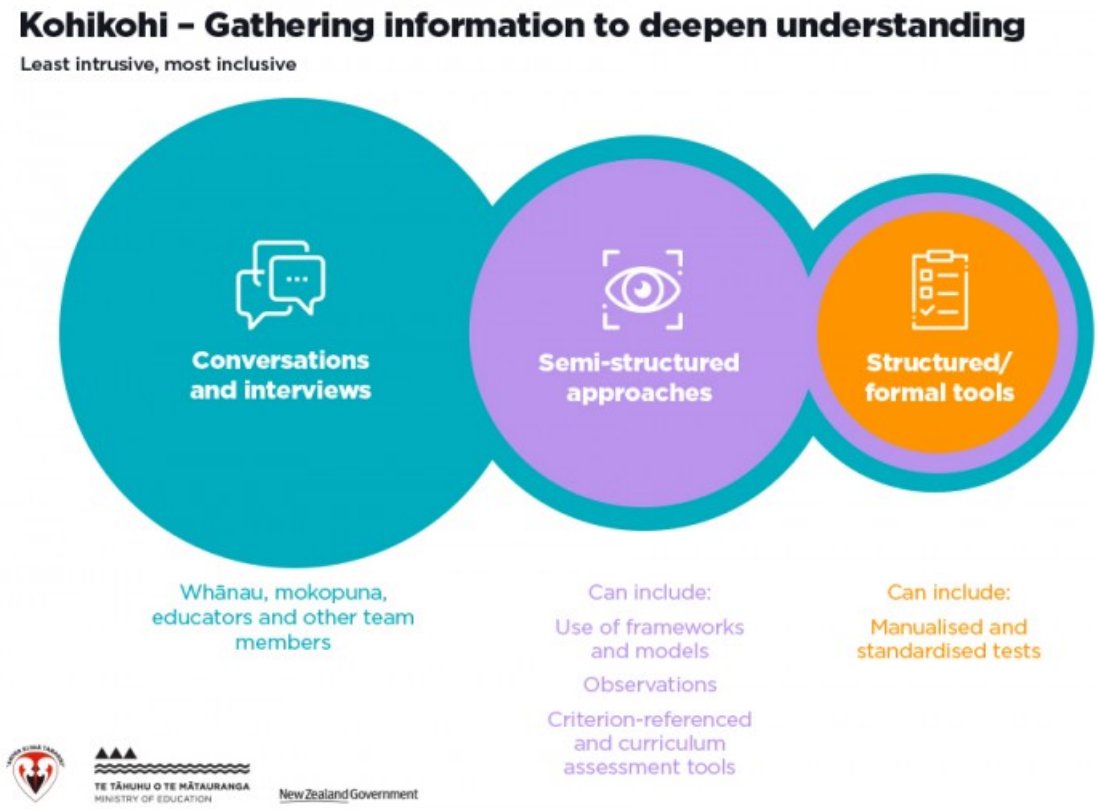
Inclusive Education
From
Guide: Leading schools that include all learners

Strategy: Strategically resourcing for inclusive practices

Suggestion: Identify and plan how to meet students' learning support needs

Date
01 September 2025
Link
inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/identify-and-plan-how-to-meet-students-learning-support-needs

Deepen understanding of learning needs



Source:
Ministry of Education | Te Tāhuhu o te Mātauranga
https://hepikorua.education.govt.nz/

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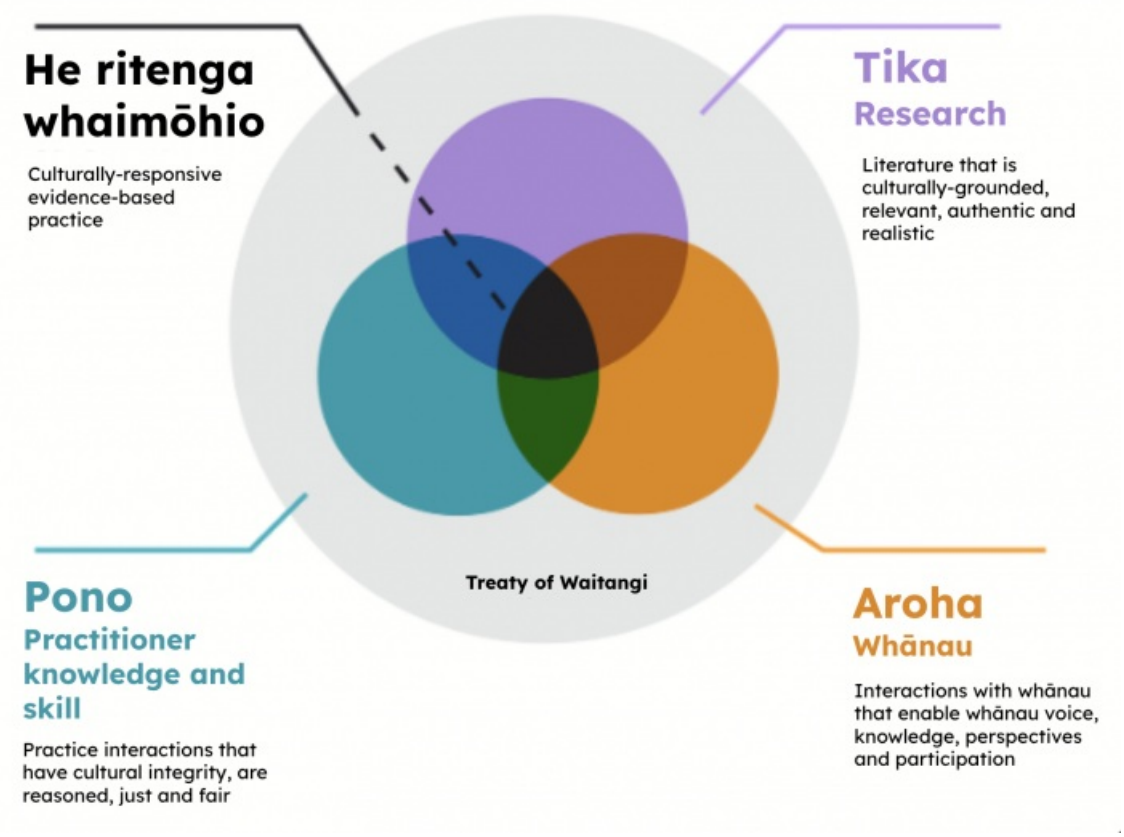
A culture of care depends on kaiako pre-empting or noticing when a child or group of learners may require specific support on their learning journey.

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).

Make informed decisions

Analyse information from a variety of sources to identify student needs and coordinate support across the school.

- ✔ Take a team approach to enrich understanding of data.
- ✔ Design your information collection to include multiple perspectives, types of information and voices.
- ✔ Include the learner, their whānau and wider support team as well as the Learning Support Coordinator, if you have one.
- ✔ Use ethical means of data collection and seek approval when appropriate.
- ✔ Maintain privacy of data and apply privacy policies when using sensitive information.
- ✔ Make it easier to understand and share data, using graphs, charts and infographics.
- ✔ Split data by groups to inform school resourcing or PLD needs.
- ✔ Establish processes and timelines for reporting to groups such as the school board, whānau, students and other stakeholders.

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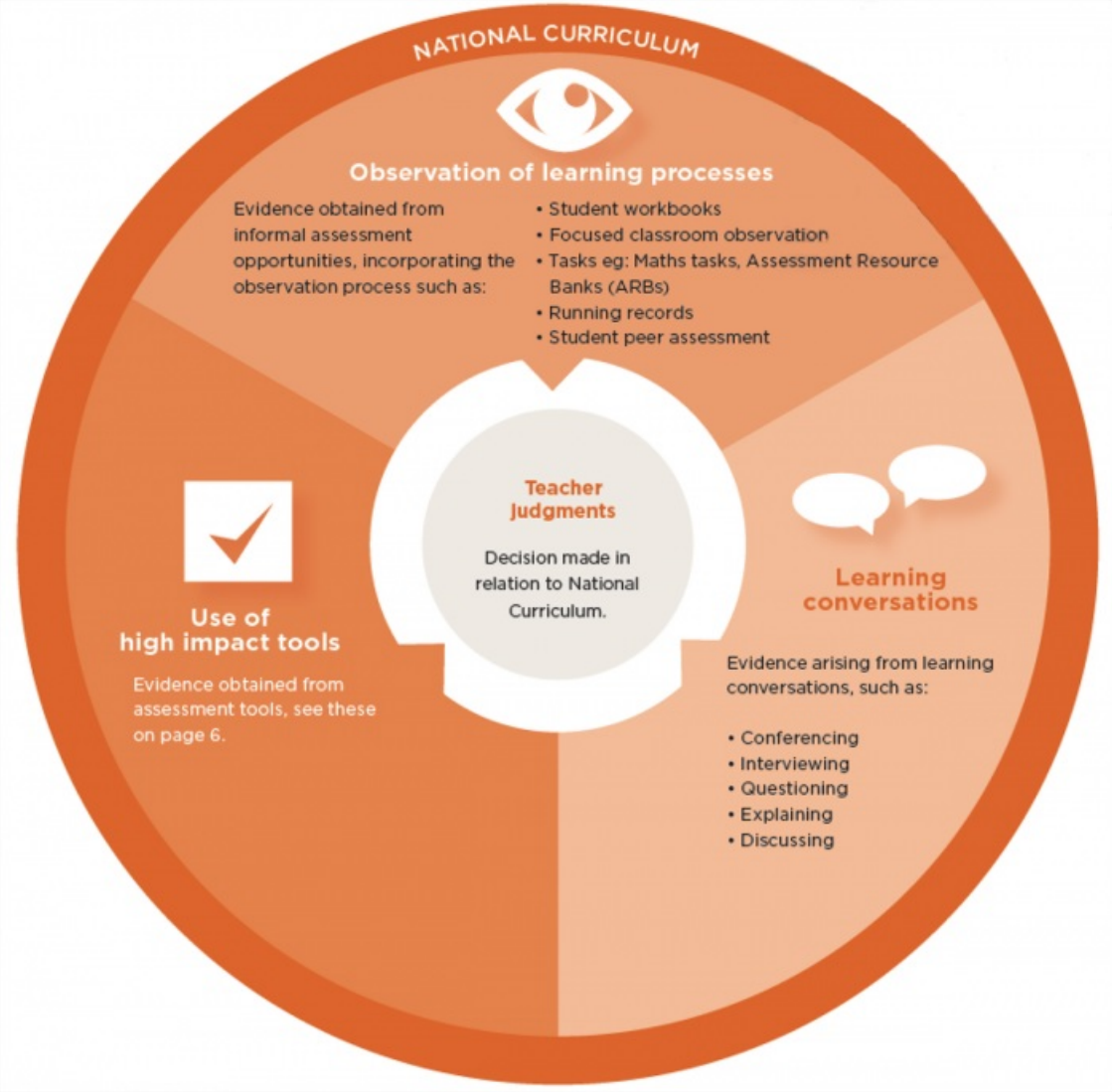
Use a range of tools



Source:
NZ Curriculum Online
https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning

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Record and share information

John Robinson reflects on the value of using the SMS to share information about students between staff and using e-portfolios to share information with parents.

Video hosted on Vimeo http://vimeo.com/100662394
Closed Captions

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

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