

Develop partnerships that focus on shared aspirations and high expectations

A suggestion for implementing the strategy

'Partner with whānau ' from the Guide:

[Parents, whānau, and communities](#)

Includes:

- Understand parental concerns
- Consider parent perspectives
- Develop shared aspirations
- Use visualisation tools

Inclusive Education

From

Guide: [Partnering with parents, whānau, and communities](#)

Strategy: [Partner with whānau](#)

Suggestion: [Develop partnerships that focus on shared aspirations and high expectations](#)

Date

04 June 2026

Link

inclusive.tki.org.nz/guides/partnering-with-parents-whanau-and-communities/develop-partnerships-that-focus-on-shared-aspirations-and-high-expectations

Understand parental concerns

We are told our dyslexic children often become successful when they leave school. Surely we want them to experience success whilst they are there!

A parent

Source:

[About dyslexia](#)

<https://inclusive-live-storagestack-assetstorages3bucket-3uty0hejzw6u.s3.ap-southeast-2.amazonaws.com/public/inclusive-education/resources/files/About%2BDyslexia.pdf>

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Consider parent perspectives

A parent talks about the high expectations the local school has for his son and the school's inclusive practices.



Video hosted on Youtube <http://youtu.be/jM653D52tQs>

No captions or transcript

Source:

[IHC \(NZ\)](#)

<https://www.youtube.com/watch?v=jM653D52tQs>

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Develop shared aspirations

John Robinson describes how working closely with parents and whānau impacts on students' learning.



Video hosted on Vimeo <http://vimeo.com/100662411>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>

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From Guide: Partnering with parents, whānau, and communities

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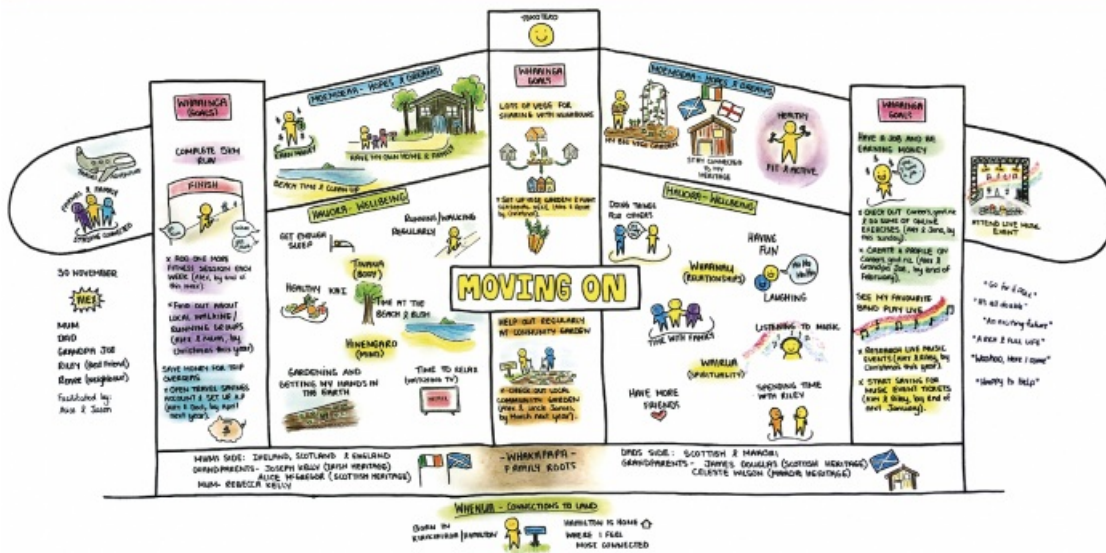
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Use visualisation tools

Te Whare Tapa Whaa



Source:

Interactionz

<https://www.interactionz.org.nz/te-whare-tapa-whaa-info-sheet/>

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