

# Discuss students' presence, participation, learning, and achievement

A suggestion for implementing the strategy

'Partner with whānau ' from the Guide:

[Parents, whānau, and communities](#)

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## **Includes:**

- Seek and value family knowledge
- Let ākonga personalise learner profiles
- Be mindful of student safety
- Establish reciprocal relationships
- Approaches to support home-school contact
- Useful resources

Inclusive Education

From

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

Strategy: [Partner with whānau](#)

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Date

29 August 2025

Link

[inclusive.tki.org.nz/guides/partnering-with-parents-whanau-and-communities/facilitate-multiple-opportunities-to-discuss-students-presence-participation-learning-and-achievement](https://inclusive.tki.org.nz/guides/partnering-with-parents-whanau-and-communities/facilitate-multiple-opportunities-to-discuss-students-presence-participation-learning-and-achievement)

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## Seek and value family knowledge

Talk with parents and caregivers to build a learner profile that is underpinned by their knowledge. Find out what approaches and strategies have worked well for their children in their previous school.



Video hosted on Vimeo <http://vimeo.com/100662366>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/album/2950799>

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# Let ākonga personalise learner profiles



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://inclusive-live-storage-stack-asset-storage-s3bucket-3uty0hejzw6u.s3.ap-southeast-2.amazonaws.com/public/inclusive-education/resources/files/Example%2BLearner%2BProfile-Rachel.pdf>

[View full image \(1.2 MB\)](#)

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## Be mindful of student safety

As schools engage in genuine dialogue with parents and whānau, the child's safety, ongoing learning, and well-being must be of paramount consideration.

As an example, schools must always consider what might happen to a child as a consequence of information they have shared with parents and whānau concerning a child's achievement or behaviour at school.

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## Establish reciprocal relationships

At the four-week transition meeting we share what we have found from assessments and other information, and ask parents and whānau if that sounds right, or is it what they would expect.

We usually say something like “I have noticed...., what do you think, does this match up with what you see at home or do you see something else?”

### **Primary school principal**

Source:

[Education Review Office | Te Tari Arotake Mātauranga](#)

<https://ero.govt.nz/sites/default/files/2021-05/Teaching-strategies-that-work-Parent-partnerships2.pdf>

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## Approaches to support home-school contact

Establish regular, two-way contact between home and school, focused on sharing students' successes.

- improve the timeliness and regularity of feedback and information, especially in relation to children's presence, participation, learning, and achievement
- provide regular opportunities for participation and involvement
- provide information about how to become involved in the school
- ensure that families and whānau feel they are heard, fully involved, and not rushed in meetings and interviews, or blamed for things that have happened
- report on children's progress in language and formats that can be easily understood by the student and their family
- be open and listening to parents' views
- find ways for parents and whānau to lead activities and events, especially for other parents and their children.

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## Useful resources



### Connecting with families – Invercargill Middle School

In this video, Katie Pennicott, deputy principal, explains how they engage family and whānau in learning centred relationships.

[Visit website](#)



### Day-to-day collaboration

Practical examples of meeting student's specific needs through collaboration with parents are provided from this page on the Inclusive Practices website (NZ).

[Visit website](#)

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