

Build whanaungatanga

A suggestion for implementing the strategy
'Identify needs and how to provide support'
from the Guide: [Speech, Language and
Communication](#)

Includes:

- Promote and protect languages and cultures
- Connect with culturally sustaining frameworks
- Successful home-school partnerships
- Build respectful and reciprocal relationships
- Involve family and whānau
- Commit to understanding ākonga

Inclusive Education

From

Guide: [Speech, Language and Communication](#)

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

Suggestion: [Build whanaungatanga](#)

Date

17 June 2026

Link

inclusive.tki.org.nz/guides/speech-language-and-communication/build-whanaungatanga

Promote and protect languages and cultures

Language and culture are inseparable. Enhance the sense of identity, belonging and wellbeing of ākonga by connecting with the student's first language and actively promoting te reo Māori.

The languages and symbols of children's own and other cultures are promoted and protected.

Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.

Source:

[Te Whāriki Online](#)

<https://tewhariki.tahurangi.education.govt.nz/early-childhood-curriculum-home>

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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Successful home-school partnerships

Build a partnership that has a clear focus on learning, where everyone can make positive and active contributions that benefit learning.



Video hosted on Vimeo <http://vimeo.com/113879057>

[View transcript](#)

Source:

[Pasifika Education Community \(NZ\)](#)

<http://pasifika.tki.org.nz/Media-gallery/Engaging-with-Pasifika-parents-families-communities/Parents-matter>

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Build respectful and reciprocal relationships

He Pikorua Learning Support Practice framework begins with whanaungatanga, building connections.

Trusting relationships between kaiako, whānau and ākonga provide opportunities to explore what is important, share aspirations and have difficult conversations where necessary.

Build connections by:

- empowering others
- building staff capability
- gaining informed consent
- information sharing
- exploring aspirations and goals
- negotiating roles and expectations.

Adapted from: [He Pikorua – Whakawhanaungatanga, Build Connections](#)

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Involve family and whānau

“We talk,
we meet,
we listen”.

Educators
talk about
engaging
with and
welcoming
Pacific
families
and
whānau
using a
Tapasā
approach.



Video hosted on Vimeo <http://vimeo.com/519265219>

Closed Captions

Source:

[Ministry of Education Te Tāhuhu o te Mātauranga \(Vimeo\)](#)

<https://vimeo.com/showcase/8206263/video/519265219>

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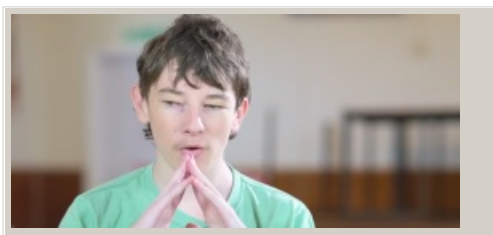
Link

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Commit to understanding ākongā

Hamish describes the positive impact of being “known” by his teacher.

He also reflects on the impact of being invisible.



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

Closed Captions

Source:

[Inclusive Education Action Group \(NZ\)
https://ieag.org.nz/voices/videos/](https://ieag.org.nz/voices/videos/)

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