

Gather information collaboratively to inform practice

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

Includes:

- Get the right people around the table
- Learn about effective practices
- Use circles of evidence
- Seek student voice
- Utilise digital collaborative tools
- Support information sharing

Inclusive Education

From

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

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

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

Date

22 June 2026

Link

inclusive.tki.org.nz/guides/speech-language-and-communication/gather-information-collaboratively-to-inform-practice

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Get the right people around the table

Bring together a team to work in partnership with the student and their whānau.

- ✓ Discuss with the student and their whānau who could be part of a supportive team, for example, the speech-language therapist, Learning Support Coordinator, RTLB, support worker, dean.
- ✓ Consider asking colleagues who have experience of teaching students with speech, language and communication needs if they would like to contribute.
- ✓ Consider connecting to external expertise or agencies with specialist knowledge.
- ✓ Build regular times for communication.

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Learn about effective practices

The team at Wiri Central School talk about how they investigated effective practices and environments to encourage rich language learning.



Video hosted on Vimeo <http://vimeo.com/945992103>

Download [video](#)
[transcript](#).

Closed Captions

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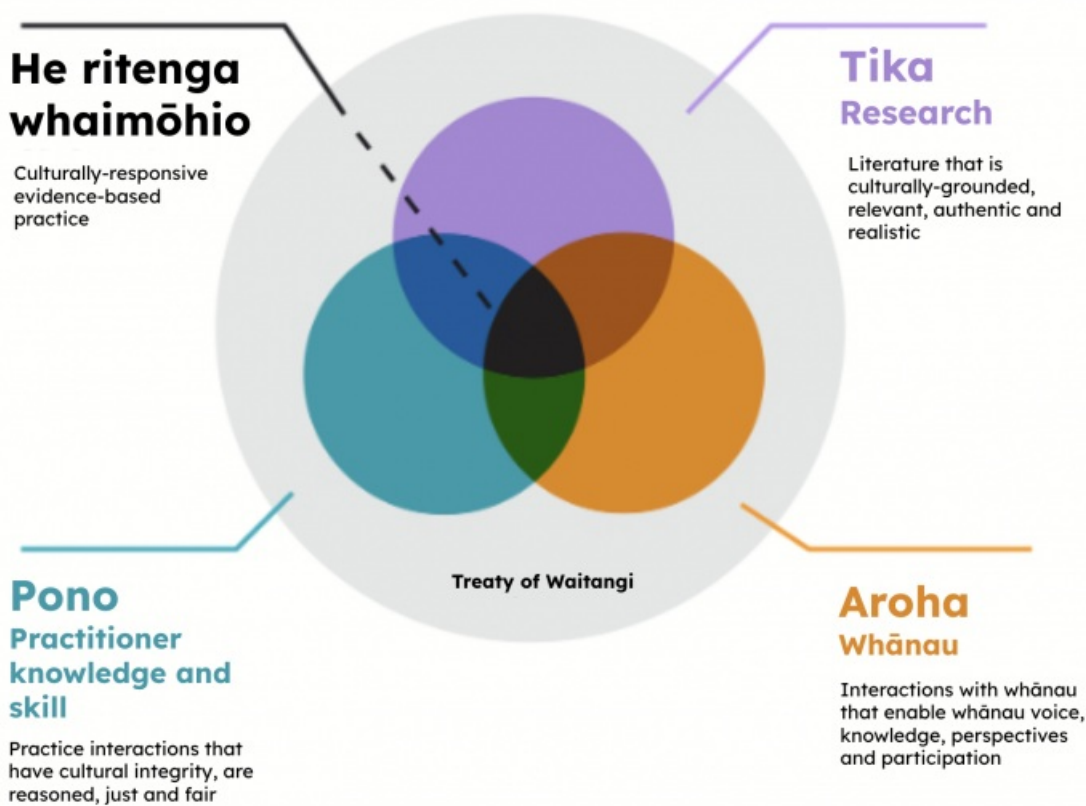
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Use circles of evidence



Source:

Adapted from He Pikorua in action, Ministry of Education

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

[View full image \(325 KB\)](#)

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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Seek student voice

Māori rangatahi who identify as Deaf help schools to have a better understanding of their access and communication needs, and their aspirations.



Video hosted on Youtube http://youtu.be/_4Zk4WDJkhs

Closed Captions

Source:

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

http://youtu.be/_4Zk4WDJkhs

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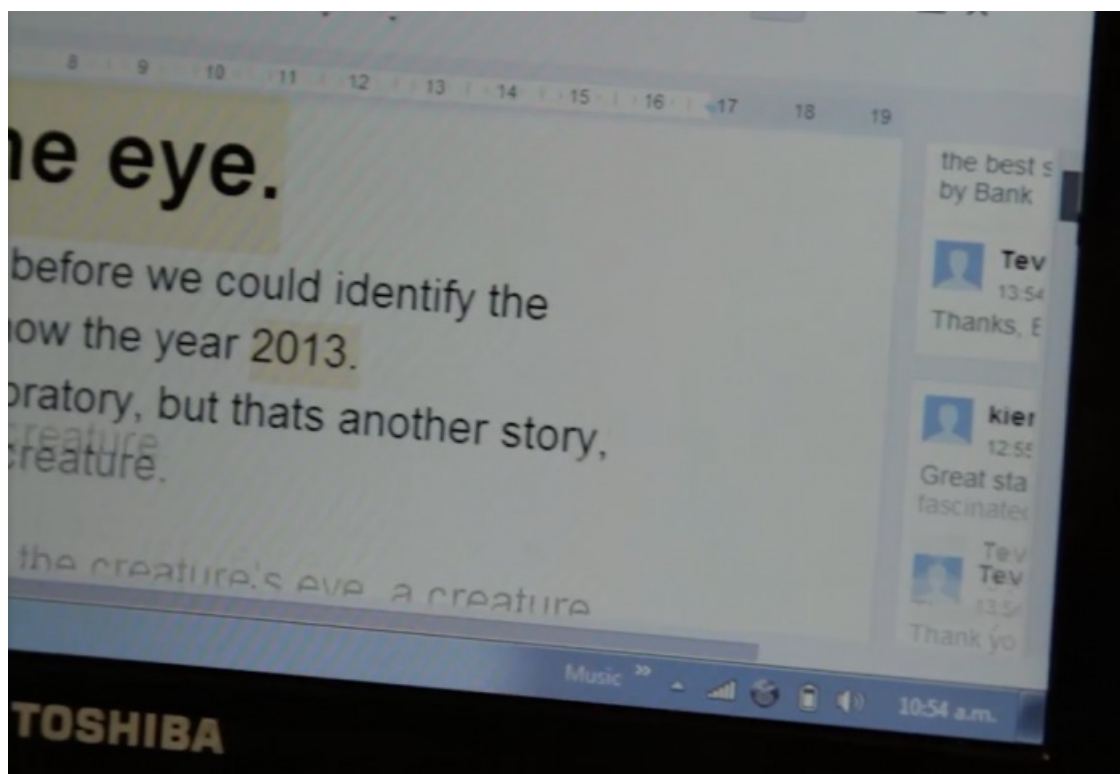
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Utilise digital collaborative tools



Source:

[Enabling e-Learning](#)

<http://elearning.tki.org.nz/Teaching/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom>

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Offer students tools such as Google Docs that easily support 24/7 collaboration and timely feedback. Explore built-in and add-on accessibility supports.

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Support information sharing

Build regular times for communication.

- ✓ Encourage parents and caregivers to share what they have noticed or assessments they have had done outside school.
- ✓ Build on any programmes or materials used at home, to maximise consistency and support for the learner.
- ✓ Develop systems for passing on information about a learner's needs, progress and next steps.
- ✓ Share information about out-of-school programmes that may help boost the learner's self-esteem, for example, classes or groups for music, art, dance or sports.

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