

Explore beliefs, values, and expectations of parents and whānau

A suggestion for implementing the strategy
'Explore Māori perspectives on inclusion'
from the Guide: [Supporting ākonga Māori](#)

-
- Includes:**
- Whānau perspectives on disability
 - Whānau expectations of schools
 - Is my child welcome?
 - Make culture visible
 - Seek student voice

Inclusive Education

From

Guide: [Supporting ākongā Māori](#)

Strategy: [Explore Māori perspectives on inclusion](#)

Suggestion: [Explore beliefs, values, and expectations of parents and whānau](#)

Date

07 October 2021

Link

inclusive.tki.org.nz/guides/supporting-akonga-maori/develop-an-understanding-of-the-beliefs-values-and-expectations-of-parents-and-whanau

Whānau perspectives on disability

Parents and whānau will have differing perspectives on inclusion, disability and accessing learning support for their children.

There is no one approach to partnering with them.

Find out about their:

- values and beliefs about disability and inclusion (including knowledge of their whakapapa [genealogy])
- personal experiences of learning
- hopes and dreams for their child
- fears and anxieties
- expectations around support for learning.

Where parent and whānau values and expectations differ from those of your school, be open to learning from parents.

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Whānau expectations of schools

Māori parents expect schools to:

- give them honest, accurate, and useful information about their child's progress and achievement
- support their children to become confident learners who accepted challenges and maintained their personal mana
- invite them to be part of their child's learning
- acknowledge their culture and values through the use of Māori protocols, for example, mihi and karakia at meetings
- provide programmes in te reo Māori and tikanga that supported their children's learning.

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Is my child welcome?

Parents of children with special education needs found that some schools were not open to working with them, and they felt that they were unwelcome. They struggled with entrenched attitudes by some school staff about their child and his or her learning or behavioural needs. For some parents, labelling their child and themselves, sometimes linked to previous family history with the school, undermined the development of constructive relationships.

Source:

Partners in learning: Parents' voices (ERO, 2008)

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Make culture visible

Janelle Riki-Waaka, talks about how schools can better reflect the bicultural heritage of Aotearoa New Zealand so that all students can connect to and see themselves in their school.



Video hosted on Vimeo <http://vimeo.com/205147189>

Closed Captions

Source:

[EDtalks \(NZ\)](#)

<https://edtalks.org/#/video/seeing-your-school-through-the-eyes-of-maori-parents>

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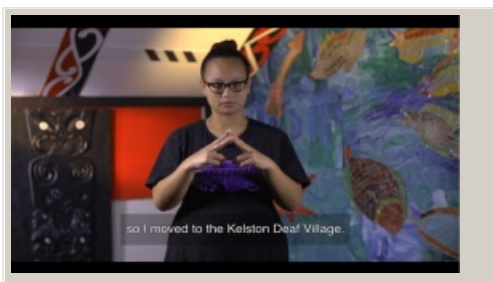
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Seek student voice

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 \(NZ\)](#)
http://youtu.be/_4Zk4WDJkhs

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