

Inclusive Education

From

Guide: [Supporting ākonga Māori](#)

Understand: [How to use this guide](#)

Date

06 June 2026

Link

[inclusive.tki.org.nz/guides/supporting-akonga-maori/how-to-use-this-guide](https://inclusive.tki.org.nz/guides/supporting-akonga-maori/how-to-use-this-guide)

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## How to use this guide

Learn about the purpose of this guide, its intended audience and ways to make the best use of it.

## The purpose of this guide



Video hosted on Youtube <http://youtu.be/wZn8MsksnIs>

Kaiako at William Colenso College reflect on the impact of developing their cultural competency.

Closed Captions

**Source:**

[PMEEA New Zealand \(NZ\)](#)

[https://www.youtube.com/channel/UCAVj1u5O5phzR\\_Izale-ojw](https://www.youtube.com/channel/UCAVj1u5O5phzR_Izale-ojw)

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This guide provides strategies on how tumuaki (principals) and kaiako (teachers) and kaiārahi (teachers with leadership responsibilities) can build genuine learning–focussed, culturally sustaining partnerships with ākonga Māori (Māori learners) and their whānau (family), hapū, and iwi.

Four interconnected areas focussed on developing cultural capability are addressed in the guide:

1. Explore Māori perspectives on inclusion
2. Know your ākonga Māori
3. Establish reciprocal relationships
4. Build community networks
5. Co–design a culturally sustaining environment

## Who is this guide for?

The audience for this guide is all kaiako across the sector, from early years to senior secondary.

The guide is especially relevant for kaiako who are:

- responsible for leading and supporting equity and inclusion, such as school leaders, SENCO, RTLB, or Learning Support Coordinators
- developing their cultural capability
- newly trained
- new to teaching in Aotearoa New Zealand.

## Approaches to using this guide

The Ākonga Māori guide has been designed for flexibility using a [Universal Design for Learning](#) (UDL) approach. Using a UDL approach, content is offered in multiple media and barriers to usability and usefulness have been considered at the outset.

### For personal or group inquiry

- Dive into the focus area of interest by expanding the left hand menu, explore all related content and links.
- Use as springboard for in–depth research.
- Book group approach – select a section at a time, for example arrange to read and review prior to meeting together, then use the reflective questions as discussion prompts.
- Mini course – select a focus area from the left hand menu, review content, and document thinking in response to the reflective questions.

### Sharing with others

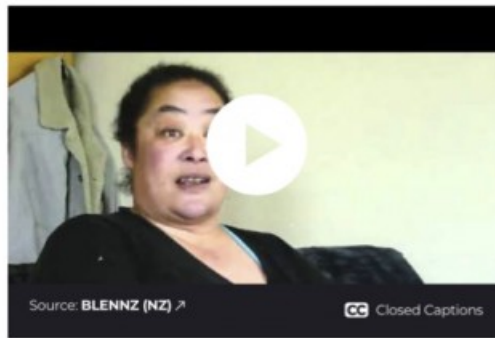
The content in the guide has been developed for use on both large screens and personal devices. No need to make slides or presentations.

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## Support information sharing

Sharon Beattie, a parent of a child with low vision, shares her knowledge and experiences of what has worked for her family.



[Present](#) [Download](#) [Print](#)



Use the present option for fullscreen display in hui or workshops.

**Source:**  
Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(185 KB\)](#)

Content within the guide can also be shared by:

- social media
- via emails to colleagues, specialists and whānau
- printing for personal use or to support facilitation.

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