

# Negotiating support approaches with ākonga and whānau

A suggestion for implementing the strategy  
'Support and prepare teachers in their role'  
from the Guide: [Teacher aide practice](#)

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## **Includes:**

- Build whanaunga-tanga
- Ask what is needed
- Seek guidance on personal care
- Develop a support checklist
- Useful resources

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From

Guide: [Supporting effective teacher aide practice](#)

Strategy: [Support and prepare teachers in their role](#)

Suggestion: [Negotiating support approaches with ākonga and whānau](#)

Date

15 September 2025

Link

[inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/negotiate-support-approaches-with-student-and-whanau](https://inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/negotiate-support-approaches-with-student-and-whanau)

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## Build whanaunga-tanga



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Adequate provision needs to be given for teacher aides to be included in IEP meetings and other informal opportunities to collaborate with whānau about their child before, during and after transitions. Create opportunities that work for whānau and TA's during school time throughout the year.

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## Ask what is needed

Ask students and whānau what support is needed and preferred approaches.

I would like to get less support and I would like to decide who supports me ... and in which parts of my schedule ...

If I were allowed to use the computer more, I wouldn't need so much help at school.

It's not much fun having all these old ladies hanging around me all the time.

**Snaefridur Thora Egilson and Rannveig Traustadottir**

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## Seek guidance on personal care

The teacher is responsible for gathering information and briefing the teacher aide.

When a student requires support for personal or physical care, it is the teacher's role to ask a student and their family:

- what information would you like us to be familiar with (for example, details of needs or medical conditions)?
- how can we help?
- what do you need us to do?
- what don't you want us to do?
- what classes or break times you do not want to miss (so these can be worked around)?

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# Develop a support checklist

Collaborate with whānau on support strategies.

Identify which activities need support, such as:

- ✓ moving between classes
- ✓ taking part in activities at morning tea and lunchtime
- ✓ eating and drinking
- ✓ going to the toilet
- ✓ taking medications
- ✓ going on school trips
- ✓ accessing playgrounds and buildings.

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## Useful resources



### Springboards 2 Practice: Enhancing effective practice in education

Read time: 5 min

This is a summary of effective teaching practices for building capability in education for students who have moderate and high education needs.

Publisher: Ministry of Education NZ

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