

# Discuss students' learning and wellbeing, plan effective support

A suggestion for implementing the strategy

'Establish reciprocal relationships with families' from the Guide: [Supporting Pacific learners](#)

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## **Includes:**

- Review home-school partnerships
- Use technologies
- Utilise digital technologies
- Share meaningful student data
- Engage with outside agencies

Inclusive Education

From

Guide: [Supporting Pacific learners](#)

Strategy: [Establish reciprocal relationships with families](#)

Suggestion: [Discuss students' learning and wellbeing, plan effective support](#)

Date

11 June 2026

Link

[inclusive.tki.org.nz/guides/supporting-pacific-learners/facilitate-regular-opportunities-to-discuss-students-learning-and-well-being-and-plan-effective-support](https://inclusive.tki.org.nz/guides/supporting-pacific-learners/facilitate-regular-opportunities-to-discuss-students-learning-and-well-being-and-plan-effective-support)

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## Review home-school partnerships

Use these questions to review how effective your home-school connection is.

What do you know about the language, culture and identify of your Pacific learners and their families?

What do you know about the presence, engagement, progress and achievement of your Pacific learners and do you share this information with families?

How do you involve Pacific families in planning, monitoring progress and achievement.

How do you review your practices and challenge your own assumptions about partnerships with Pacific learners and their families?

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## Use technologies

Suggestions for using technology to support communication and information sharing.

- ✓ Leave computers on at the end of the day and invite parents to view students' digital work.
- ✓ Find out the types of technology that parents use and offer to share in those mediums.
- ✓ Consider using multiple channels, such as mobile devices, email, instant messaging services, social media, and the school website, to connect with families.
- ✓ Provide deliberate support or training to show parents how they can engage with students' work – both face-to-face and through technology.
- ✓ Create and promote online spaces such as blogs that invite parents' participation and feedback.
- ✓ Establish a site or portal for parents to access and contribute to student learning.
- ✓ Design e-portfolios to inform future steps in learning.

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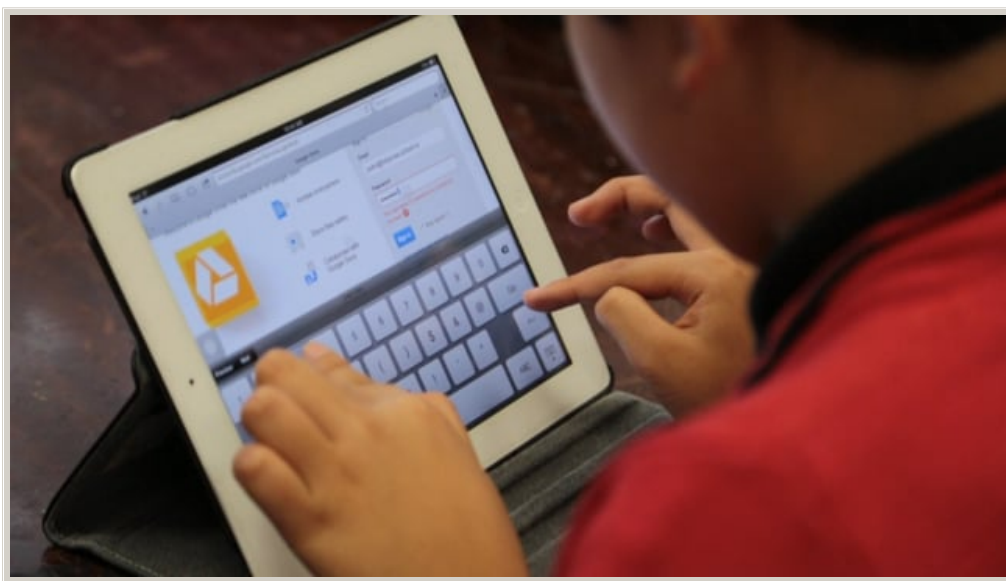
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## Utilise digital technologies

Holy Cross School utilises digital technology as a vehicle for communicating learning to families.



Video hosted on Vimeo <http://vimeo.com/79589997>

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## Share meaningful student data

Our parents are really busy and you know they are working, they've got families, they've got all sorts of other commitments. So when we want to talk to them we've got to talk to them about the grunty stuff, the stuff that makes a difference. And we know that the stuff that makes a difference is their children's data, the real information. We know it's rich information, that's often been the domain of the school and now it's time to share it in all its glory.

**Barbara Alaalatoa**

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## Engage with outside agencies

Before engaging support for students from outside services and agencies:

- Find out from family/whānau whether they are already connected with outside agencies or programmes or have been in the past, and what their experience of these agencies/programmes was.
- Check with colleagues, especially the learning support team, to find out which services and agencies the school already has a relationship with and get some feedback on the effectiveness of the partnerships.
- Research possible options for support, so that you can make an informed contribution to discussions.
- Outline other possible options for support when you are discussing the specific needs of a student with their whānau.

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