

Lead inclusive practice

A suggestion for implementing the strategy
'Develop cultural capability' from the Guide:
[Supporting Pacific learners](#)

-
- Includes:**
- It's all about relationships
 - Invite families in
 - Use inclusive design practices
 - Remove harmful practices
 - Reflective questions
 - Useful resources

Inclusive Education

From

Guide: [Supporting Pacific learners](#)

Strategy: [Develop cultural capability](#)

Suggestion: [Lead inclusive practice](#)

Date

11 June 2026

Link

inclusive.tki.org.nz/guides/supporting-pacific-learners/leading-inclusive-practice

It's all about relationships

Use Pacific constructs to engage and collaborate with Pacific learners and their families to empower them.

Thinking about success and some key factors for our Pacific learners here in this school is relationships. The relationships between certain students and teachers, especially their subject teachers, is always going to result in some sort of really positive outcome. Whether it's an academic outcome or a sporting outcome or even just a social/wellbeing outcome for our young people.

Reverend Pennie Vaione Otto, Deputy Principal, Manurewa High School

Source:

[Tapasa: It's all about relationships](#)

<https://tapasa.tki.org.nz/teaching-stories/who-am-i/its-all-about-relationships/>

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Invite families in

Fear of the unknown can prevent Pacific parents from engaging with school. Let your Pacific families know that you value their opinions, expertise and contributions.



Video hosted on Vimeo <http://vimeo.com/519263352>

Closed Captions

Source:

[Tapasa: Inviting whānau in](#)

<https://tapasa.tki.org.nz/teaching-stories/parent-and-whanau-engagement/inviting-whanau-in/>

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Use inclusive design practices

If we are critically conscious as we apply a UDL approach, it can help us to systematically remove barriers to learning for Pacific learners and increase flexible valued learning pathways.

The [Action Plan for Pacific Education](#) notes that "Pacific learners and families are diverse and have different needs and aspirations. Working reciprocally at a local level to respond to unique needs and aspirations will better ensure that all Pacific learners have great education opportunities and outcomes"

[Universal Design for Learning](#) is a people-first framework that helps us plan for diversity. UDL is applied through a thinking cycle that helps us identify and remove barriers to learning and supports the development of inclusive flexible learning environments, rich in supports and options.

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Remove harmful practices

The OECD has advised that New Zealand's prevalent use of streaming, ability grouping and stratification, even at primary level, is a driver of inequity and reduced opportunity to learn ([Best Practice for teaching Pacific learners 2019](#))

Two maths teachers are leading their departments away from streaming towards mixed ability groups.

The impact on the achievement of learners has been significant.

Review their story "[Time to raise the gaze](#)" and consider how you could embrace the same approach in your own setting.

While the examples referenced here are mainly with ākongā Māori, the findings are relevant to Pacific learners as well.

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Reflective questions

Consider your responses to these questions.

What actions do they inspire?

In what ways do you get to know learners and what's important to them?

In what ways do you get to know [Pacific parents' insights and aspirations](#) for their children?

How has your knowledge of learners and their abilities and preferences influenced the design of teaching and learning?

Are there approaches that you usually offer to some students that could be made available to all?

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Useful resources



Tapasā

Tapasā is a cultural competencies framework for teachers focused on Pacific learners

[Visit website](#)

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