

Inclusive Education

From

Guide: [Te Ara Ako – Learning pathways in times of change](#)

Understand: [Principles and purpose | Ngā mātāpono](#)

Date

29 June 2026

Link

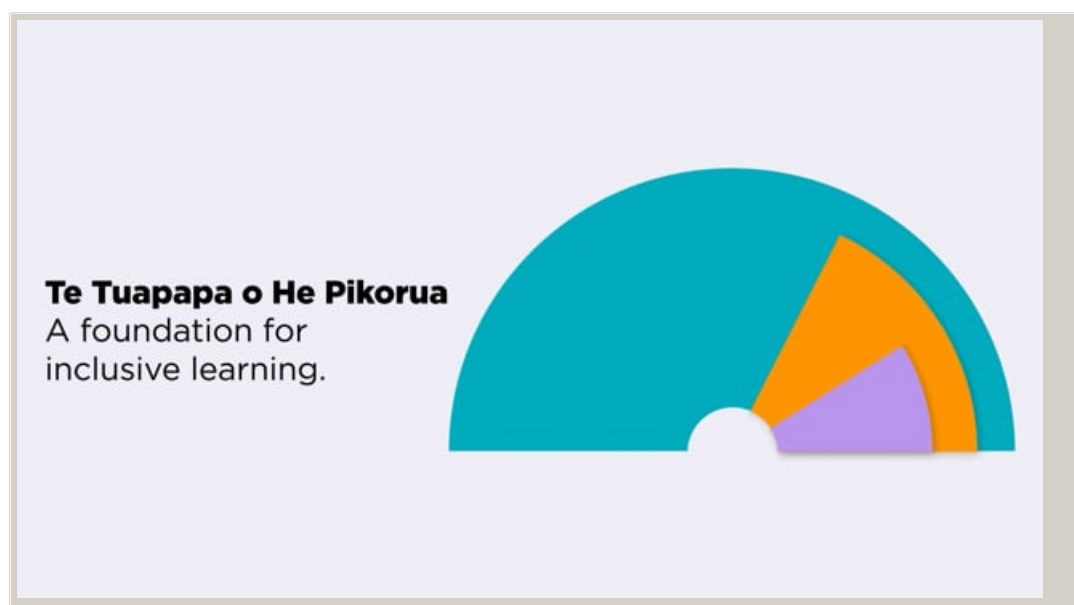
[inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/principles-and-purpose-nga-matapono](http://inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/principles-and-purpose-nga-matapono)

---

## Principles and purpose | Ngā mātāpono

"Mā te mōhio, ka mārama. Mā te mārama, ka mātau." From knowledge comes understanding. From understanding comes wisdom.

## Understand an inclusive model | He anga kauawhi



Video hosted on Vimeo <http://vimeo.com/708844141>

Te Tūāpapa highlights the importance of planning meaningful education pathways for all ākonga based on their strengths and learning support needs.

Closed Captions

## What is a transition? | Te whakawhiti

A transition is any time of change for ākonga during their education pathway.

It involves new relationships, roles, and responsibilities; from preparing for the move, to when the child and whānau are fully established members of the new community.

---

# Prioritise partnerships | Te mahi tahi

"Waiho i te toipoto, kua i te toiroa"  
Let us keep close together, not far apart.

It is important for whānau that partnership is at the core of every aspect of the education pathway.

## Key principles

### Whanaungatanga – Relationships first

Build and nurture genuine, trusting relationships with ākonga, whānau, and professionals before the transition begins.

### Kotahitanga – A shared journey

Everyone works together in partnership to plan and support transitions.

- Planning is collaborative and holistic.
- Transitions are a shared responsibility across home, school, and services.
- **Ako** recognises that learning is a shared, reciprocal process. Everyone has something to contribute and something to gain. Teachers are also learners, and learners (including whānau and community) are valued as knowledgeable partners.

### Manaakitanga – Upholding dignity and respect

Every ākonga and whānau is treated with care, respect, and compassion.

- Acknowledge and respond to individual needs and identities.
- Safeguard the mana of everyone involved in the transition.

### Kaitiakitanga – Guided support and protection

Provide scaffolding, advocacy, and care through a strengths-based approach.

- Support is flexible and adapted to the needs of ākonga and whānau.
- Transitions are paced for people, not the system.

### Kia tōkeke – Equity and inclusion

Every ākonga has the right to participate, belong, and achieve.

- Remove barriers to learning and participation.
- Plan proactively for accessibility and inclusion at every stage. All ākonga have the right to attend school full-time.

### Te wāhi ki te ahurea – Culturally responsive and mana sustaining practice

Honour the culture, language, and identity of ākonga in meaningful ways.

---

- Embed te ao Māori perspectives, values, and tikanga.
- Use concepts like **ako** (reciprocal learning) and **rangatiratanga** (self-determination).
- Affirm whakapapa of ākonga and their connection to their whānau, hapū, and iwi.

## **Rangatiratanga – Self-determination**

Ākonga and their whānau have choice, control, and voice in the transition.

- Respect whānau aspirations, preferences, and experiences.
- Encourage independence, confidence, and decision-making.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.

---