

Seek parent knowledge

A suggestion for implementing the strategy
'Partner with the family/whānau' from the
Guide: [Transitions – managing times of
change](#)

Includes:

- What to ask
- Build a learner profile
- Examples of students' work

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Partner with the family/whānau](#)

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Date

25 March 2025

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/seek-parent-knowledge

What to ask

Connect with parents, whānau, and caregivers to understand the strengths and needs of students.

Practical elements:

- the language(s) spoken at home
- medications and allergies
- equipment used at home
- what they do at home to support learning

Students' likes and dislikes:

- likes, interests, strengths, what they're good at, can do independently
- dislikes, what can upset them, how they express this, calming skills
- favourites (TV programmes, hobbies, books, songs, sports)

The people in the students' lives:

- parent and whānau hopes and priorities
- important people in the student's life
- best methods and times to communicate with the family
- professionals working with the family
- questions they have and support they would like from the school.

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Build a learner profile

Talk with parents to build a learner profile that is informed by their knowledge. Find out what strategies have worked well for the student in their previous school.



Video hosted on Vimeo <http://vimeo.com/100662366>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<http://vimeo.com/album/2950799>

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Examples of students' work

To support and illustrate conversations about learning, encourage students and families/whānau to bring:

- examples of the student's work
- student profiles
- learning stories or blogs
- photographs
- things that may be special to the student.

Have a laptop or tablet available in case a student wants to share a personal blog or photos.

Listen for strategies and approaches that have been successful in supporting the student's learning and well-being in the past.

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