

Gather information to have conversations with ākonga and whānau

A suggestion for implementing the strategy
'Making a collaborative learning support plan'
from the Guide: [Collaborative planning for learning](#)

Includes:

- Use a range of tools
- Record observations
- Check your thinking with your peers
- Gather observations using a narrative approach
- Reflection questions
- Useful resources

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From

Guide: [Collaborative planning for learning](#)

Strategy: [Making a collaborative learning support plan](#)

Suggestion: [Gather information to have conversations with ākonga and whānau](#)

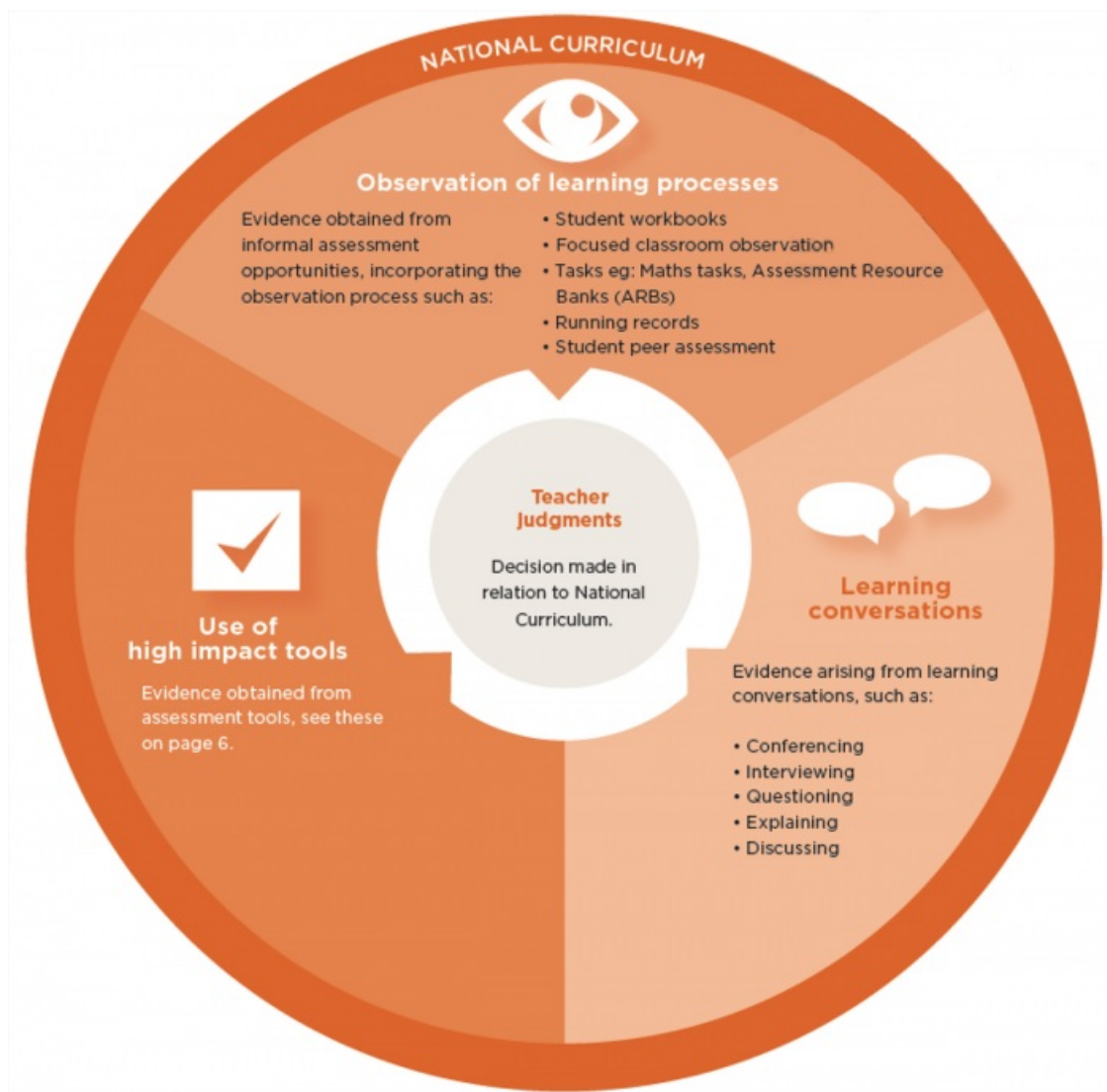
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Link

inclusive.tki.org.nz/guides/collaborative-planning-for-learning/gather-information

Use a range of tools



Source:

NZ Curriculum Online

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning>

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Record observations

Consider the following questions in your own context.

Take a look at [some examples](#) to kick-start your thinking.

- ➊ What are you observing?
- ➋ When does it happen – the particular context or setting?
- ➌ When does it not happen?
- ➍ What happens beforehand?
- ➎ How do people around them respond?
- ➏ What is the impact on learning?
- ➐ What helps?

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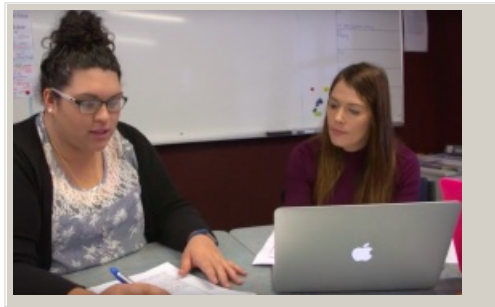
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Check your thinking with your peers

Take every opportunity to check your thinking and observations with your teaching peers.



Video hosted on Youtube <http://youtu.be/XAasctdC2Ho>

Closed Captions

Source:

[PMEEA New Zealand](#)

<https://youtu.be/XAasctdC2Ho?si=ttHqaVuv1U8lcEoI>

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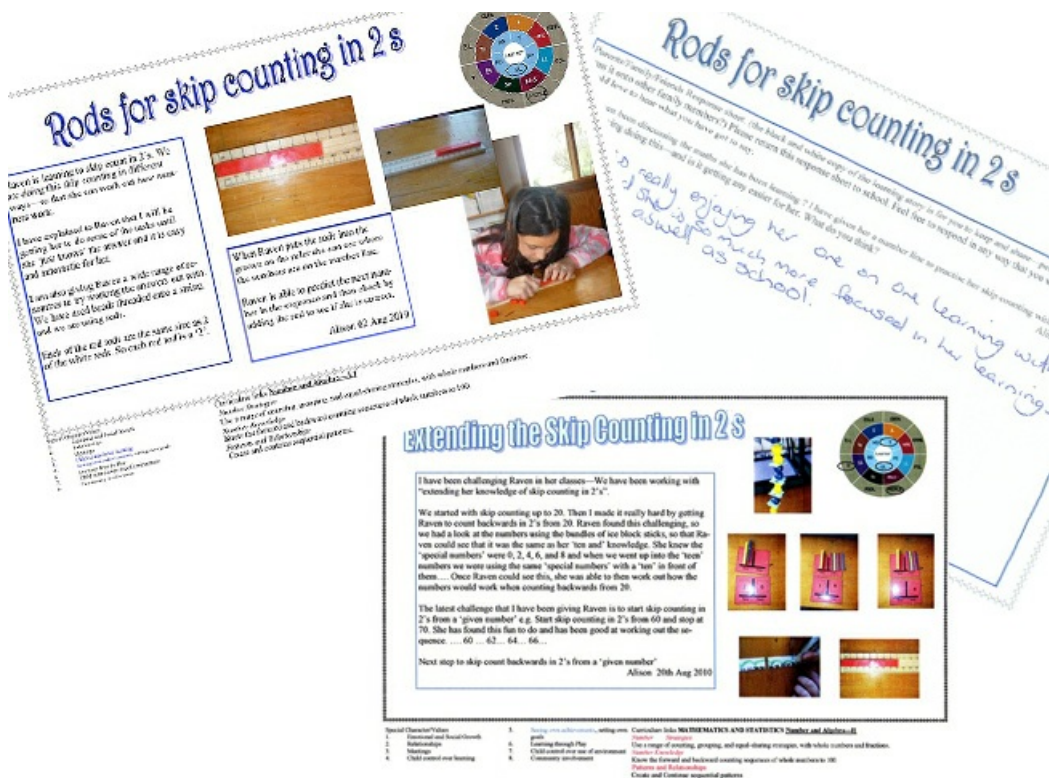
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Gather observations using a narrative approach



Source:

NZ Curriculum Online

<http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn-principle/Learning-stories#collapsible2>

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Reflection questions

Te huia: The 12 dimensions.....Protection			
Domains			
Hononga (Relational)	Hinengaro (Psychological)	Tinana (Physical)	Mauri (Unique essence)
<u>Whānau</u> Interdependence and connectedness	<u>Motivation:</u> Inspiration and drive	<u>Demeanour:</u> Appearance and body language	<u>Cultural identity:</u> Pride and security
<u>Whenua:</u> Kinship and belonging	<u>Emotions:</u> Thoughts and feelings	<u>Energy levels:</u> Alertness and zeal	<u>Attitude and spirit:</u> Manner and disposition
<u>Friendships:</u> Cooperation and empathy	<u>Cognition:</u> Learning and understanding	<u>Physical safety:</u> Respect for self and others	<u>Potential:</u> Courage and confidence

Source:
Te Huia: Protecting the well-being of the tamaiti
<https://www.inclusive.tki.org.nz/assets/inclusive-education/resources/files/Te-Huia-grid.pdf>
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Useful resources



Assessment for learning: Using the right tools and resources to notice and respond to progress across the curriculum

Read time: 14 min

This guide focuses on informal assessment for learning in the classroom to inform teaching and learning, including selecting appropriate assessment tools for equitable and positive outcomes for all students. It will support you to review your assessment policies and procedures and can be used for ongoing review.

[Download](#) PDF (637 KB)



Te Huia: Protecting the wellbeing of the tamaiti

Reflective questions to inform practice and planning.

Publisher: Sonya & Angus Macfarlane

[Download](#) PDF (157 KB)

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