

# Plan what happens next in a way that has meaning and is useful

A suggestion for implementing the strategy

'Making a collaborative learning support plan'

from the Guide: [Collaborative planning for learning](#)

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## **Includes:**

Identify and remove barriers

Make decisions together

Consider visual support for goal setting

Examples of approaches to support planning

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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

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Date

25 April 2024

Link

[inclusive.tki.org.nz/guides/collaborative-planning-for-learning/plan-next-steps](https://inclusive.tki.org.nz/guides/collaborative-planning-for-learning/plan-next-steps)

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## Identify and remove barriers

Ensure the environment  
is designed to allow the  
child to flourish.

Tūngia te ururua kia tupu whakaritorito te tupu o te  
harakeke.

Clear away the overgrowing bush so that the new flax shoots  
will spring up.

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## Make decisions together

Take a responsive,  
timely approach guided  
by whānau.

Coordinate who  
whānau want at the  
table.

Make all decisions with  
them.



Video hosted on Youtube [http://youtu.be/Bci8uLM\\_Rug](http://youtu.be/Bci8uLM_Rug)

Closed Captions

Source:

[PMEEA New Zealand](#)

[https://youtu.be/Bci8uLM\\_Rug?si=Ep76gC--QIvOpzob](https://youtu.be/Bci8uLM_Rug?si=Ep76gC--QIvOpzob)

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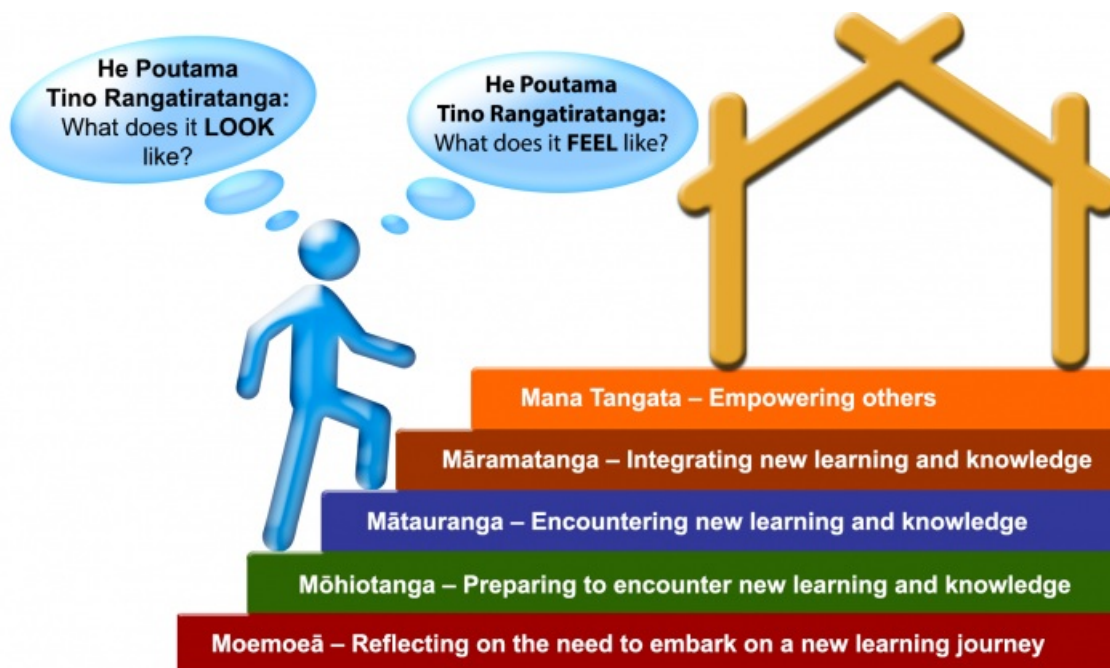
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## Consider visual support for goal setting



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://www.inclusive.tki.org.nz/assets/Uploads/JTTR-Poutama-x2-October-2019.pdf>

[View full image \(343 KB\)](#)

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# Examples of approaches to support planning

There are many models and approaches for developing a learner support plan.

Choose an approach that motivates and preserves the mana of ākonga and their whānau.

- ✓ [Te Aho Matua](#) – information to explain Individual Education Plan (IEP), Te Aho Matua (TAM), and Mahere Mātauranga Motuhake (MMM) – holistic plan that encompasses the whole being of an ākonga, language, socialisation, whakapapa, and potential
- ✓ [He Poutama Tino Rangatiratanga](#)
- ✓ [Future focused learning classes](#)
- ✓ [Learning maps](#)
- ✓ [IEP](#)
- ✓ [Behaviour plan](#) – specific need, short term
- ✓ [PATH](#) – planning alternative tomorrows with hope
- ✓ [Transition plan](#) – specific need, short term
- ✓ [Care plan](#) – specific, short, or long term

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## Reflection questions

Innovative solutions can stem from a pool of shared meaning.

Foster this by exchanging experiences and stories with whānau and having genuine respect.

Prior to developing a plan with whānau, consider:

- protocols – creating space and time for karakia, mihi, and opportunities to make connections with whānau
- sharing why developing a plan is important and inviting whānau to be a part
- the approach that will promote meaningful discussion and mutual decision making
- building on what is working for the learner
- the resources that will support the learner and their whānau
- what to do when challenges arise and how might they be addressed
- how you can genuinely support the learner and their whānau in the plan.

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## Useful resources



### Tātai – Plan collaboratively

Tātai – Plan collaboratively is the fourth element of the He Pikorua practice sequence for RTLB and Ministry Learning Support specialists. Whether at universal, targeted, or individual level, Tātai focuses on how to effectively work together and plan for goal-orientated action.

Publisher: He Pikoura

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