Build whanaungatanga

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

A suggestion for implementing the strategy
'Identify needs and how to provide support'
from the Guide: Dyspraxia and learning

Includes:

Ask what helps

Connect with culturally sustaining frameworks

Support self-advocacy with learner profiles

Build the learner profile over time

Find approaches that work at school and at home

Useful resources

Inclusive Education
From
Guide: Dyspraxia and learning

Strategy: Identify needs and how to provide support

Suggestion: Build whanaungatanga

Date
09 May 2024
Link
inclusive.tki.org.nz/guides/dyspraxia-and-learning/build-whanaungatanga

Ask what helps

Tyler a student from Parkvale School shares how using a netbook supports his learning.

Video hosted on Vimeo http://vimeo.com/64541738
Closed Captions

Source:
Enabling e-Learning (NZ)
http://elearning.tki.org.nz/Teaching/Curriculum/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom

Connect with culturally sustaining frameworks

Learn from whānau using culturally sustaining frameworks. Understand how to meet hauora or wellbeing and learning needs.

For example, use dimensions from the Māori health model, Te Whare Tapa Whā

Taha Whānau – family, people and relationships

- whānau, friends, iwi and hapū
- cultural, religious, social and recreational connections
- professionals working with the family.

Taha Wairua – spiritual wellbeing or life force

- spiritually strengthening aspects, for example faith, being in nature, creative activities and meditation
- interests
- hopes and priorities for ākonga and whānau.

Taha Tinana – physical wellbeing

- physical activity and recreation preferences
- fine and gross motor challenges
- medications and allergies.

Taha Hinengaro – mental and emotional wellbeing

- strengths and talents
- dislikes and things they find difficult
- signs that the student is beginning to feel upset or anxious
- strategies used to calm students.

Whenua – connection to the land and environment

- important places
- iwi and hapū maunga awa – mountains and rivers
- interests in the environment, plants and animals
- connections to people and ancestors.

Support self-advocacy with learner profiles

Create opportunities where students can tell you what supports their learning and what gets in the way.

Having students create a learner profile for themselves is a great way to have them develop a better and fuller understanding of who they are as learners …

This develops their independence and places them in a better position to self-advocate for the tools, learning materials, and presentation options that can optimise their learning experiences.

Naryn Searcy

Source:
UDL Resource

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Build the learner profile over time

Learner profiles can help school staff build relationships with ākonga and their whānau, understand their perspectives and design learning to meet student needs.

Considerations for learner profiles.

- Provide multiple opportunities and methods to develop the profile.
- Prioritise information from students by using effective communication techniques, for example, point to select, or communication boards.
- Revisit the profile on a regular basis to add depth and new insights.
- Use a range of input methods such as conversations, observations, formal reviews and regular surveys.
- Encourage students to understand their needs and preferences as a learner.
- Act on information that is shared so students can see how their voice helps you design learning experiences that work for them.

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Find approaches that work at school and at home

Share approaches that are successful at home or at school to build continuity, strengthen engagement and facilitate learning.

Approaches or items that could be shared or aligned across home and school include:

- student interests, such as favourite topics, colours, sports and music.
- visuals that support tasks and multi-step processes.
- phrases, visual cues, signs and other communication and reminder techniques.
- furniture options and physical supports, for example, chairs and table heights that support balance
- approaches and activities to build skills such as balance.
- calming or energising strategies, for example, objects, cushions, swing seats and break out spaces.
- objects and items that are meaningful and offer support for their children.
- strategies and solutions to address specific needs.

Useful resources

Developing learner profiles

Read time: 3 min

This document provides general support and guidance when developing a learner profile. It includes prompts and questions, alongside purpose and benefits for students.

Publisher:

Download PDF (211 KB)

About me

This learner profile template is a companion to "Developing learner profiles". It is an interactive PDF with questions for students to answer.

Download PDF (596 KB)