

# Seek feedback from staff, parents, community, and students how they feel about your school

A suggestion for implementing the strategy 'Review planning, monitoring, and reporting obligations' from the Guide: [Board of trustees](#)

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**Includes:**

- Explore the Inclusive Practices Tools (IPT)
  - Explore Wellbeing@ School
  - Investigate the inclusive practices matrix
  - Use family-centred approaches
  - Develop authentic partnerships with parents
  - Useful resources
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Inclusive Education

From

Guide: [The role of the board of trustees](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Seek feedback from staff, parents, community, and students how they feel about your school](#)

Date

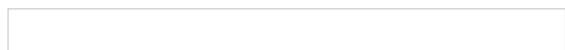
20 January 2019

Link

[www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/find-out-from-staff-parents-community-and-students-how-they-feel-about-your-school](http://www.inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/find-out-from-staff-parents-community-and-students-how-they-feel-about-your-school)

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## Explore the Inclusive Practices Tools (IPT)



Source: [Wellbeing@School](#)

Source:

[Wellbeing@School](#)

<http://www.wellbeingatschool.org.nz/>

[View full image \(167 KB\)](#)

Inclusive school self-review tool.

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## Explore Wellbeing@ School



Source: [Wellbeing@School](#)

Source:

[Wellbeing@School](#)

<http://www.wellbeingatschool.org.nz/>

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Self-review tools focussed on creating a safe and caring climate that deters bullying.

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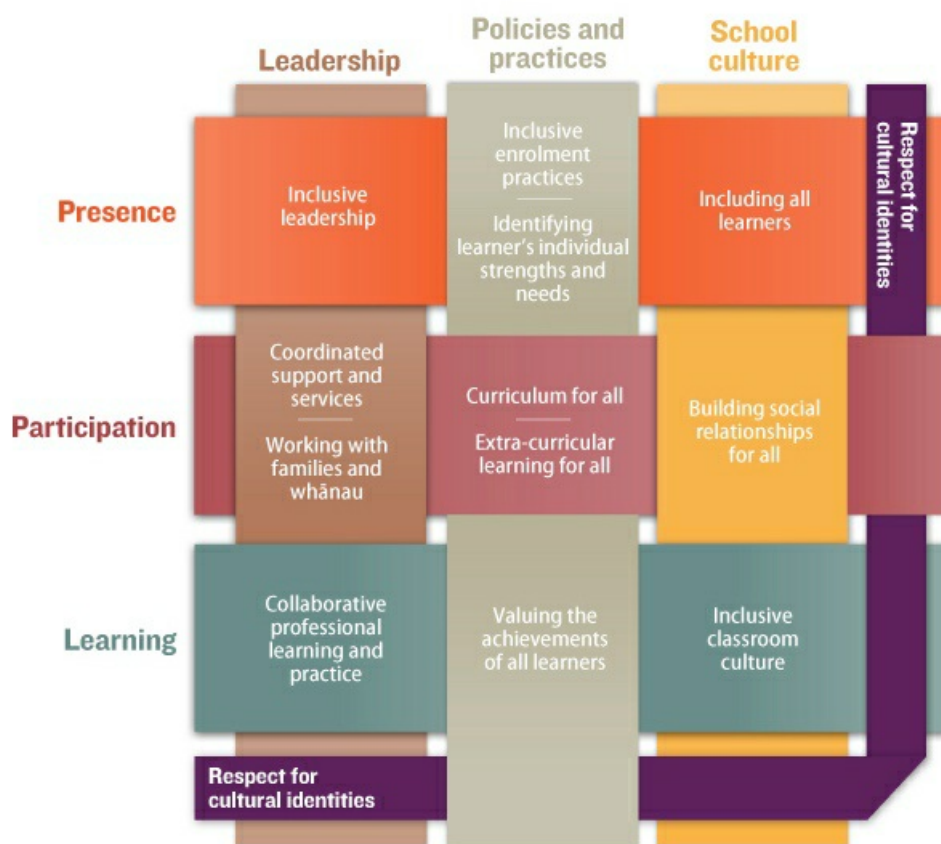
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# Investigate the inclusive practices matrix



Source: [New Zealand Council for Educational Research \(NZCER\)](#)

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[New Zealand Council for Educational Research \(NZCER\)](#)

<http://www.wellbeingatschool.org.nz/themes-and-sub-concepts-explored-inclusive-practices-tools>

[View full image \(84 KB\)](#)

The inclusive Practices Tools provide materials to support schools to review their effectiveness in each area of the matrix.

These include tailored surveys for students, staff, and the community.

[Inclusive Education](#)

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## Use family-centred approaches



Source: [Michael Giangreco](#)

Source:

[Michael Giangreco](#)

<http://www.uvm.edu/~cdci/archives/mgiangre/>

[View full image \(1.4 MB\)](#)

Discuss with families ways of working together that respect diversity, are culturally responsive, and recognise individual needs.

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# Develop authentic partnerships with parents

Ask parents and whānau what helps and what gets in the way of working together.

We are true partners when:

- you listen to what I have to say
- you acknowledge my intelligence
- you want to learn more about my ways
- you don't judge me
- you engage me in genuine dialogue
- we make decisions together
- you show that my child matters to you
- you include my experience, knowledge, and viewpoints with yours.

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## Useful resources

Partners in learning: Parents' voices  
(September 2008) – Parents of children with  
special needs

Publisher: Education Review Office | Te Tari Arotake  
Matauranga

[Visit website](#)

Partners in learning: Parents voices  
(September 2008) – findings from Māori  
parents and whānau

Publisher: Education Review Office | Te Tari Arotake  
Matauranga

[Visit website](#)

Partners in Learning: Parents' Voices  
(September 2008) – Pacific parents/families

Publisher: Education Review Office | Te Tari Arotake  
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