**Self-Reflection Tool for Teachers:
Welcoming Children who Need Learning Support**

Use these questions to reflect honestly and thoughtfully.

Use the principles to guide you:

**Whanaungatanga** - Partnership

**Kotahitanga** - A shared journey

**Manaakitanga** - upholding dignity and respect for each other

**Kaitiakitanga** - Guided support and protection

**Kia tōkeke** - Equity and inclusion

**Te wāhi ki te ahurea** - Culturally responsive and mana sustaining practice

**Rangatiratanga** - Self-determination and choice

There are no “right” answers — the goal is to reflect and grow.

 **1. Understanding My Own Beliefs and Biases**

* What thoughts or feelings come up when I hear that a child with additional learning needs is enrolling in my class?
* What assumptions do I make about a child’s abilities based on a diagnosis or label?
* Do I unconsciously lower or raise expectations based on those assumptions?
* How do I talk about learners with learning support needs with my colleagues?

**2. Who Does the Transition Process Work For?**

* Who benefits most from the way I currently transition children into school?
* Are my transition activities (e.g., visits, meetings) accessible and meaningful to ***all*** families?
* What might make this process easier or harder for a child with additional needs?
* Do I provide multiple options for transition (e.g., longer timeline, visual supports, peer buddies)?

 **3. Engaging Whānau in Diverse Ways**

* How do I find out how whānau want to be involved in their child’s transition?
* Do I give space for whānau to share hopes, dreams, worries, and goals in a culturally appropriate way (e.g., written, verbal, visual)?
* Have I built relationships with whānau that reflect respect for their knowledge and cultural identity?
* Am I offering times, formats, and spaces that make it easy for them to be part of planning and support?

**4. Barriers to Enrolment and Inclusion**

* What might stop a parent from enrolling their child in this school?
	+ Language barriers?
	+ Fear of judgment?
	+ Past negative experiences?
	+ Lack of visible diversity or inclusion at the school?
* What systems or attitudes might unintentionally make families feel their child is not welcome?
* Have I asked families what support they need — and followed through?

**5. Taking Action**

* What’s one step I can take to make my classroom more inclusive tomorrow?
* What steps can we take as a team, syndicate or Kahui ako?
* Who can I talk to for support, training, or collaboration?
* How will I know I’m creating a classroom that *truly* welcomes all children?

**Record some key steps you can take and those who can support you in doing so.**

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