

Familiarise yourself with the student's previous class or learning setting

A suggestion for implementing the strategy

'Get to know the student' from the Guide:

[Transitions – managing times of change](#)

Includes:

- Liaise with previous teachers
- Questions for the support team
- Observe the learning setting
- Use blogs

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Get to know the student](#)

Suggestion: [Familiarise yourself with the student’s previous class or learning setting](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/familiarise-yourself-with-the-students-previous-class-or-learning-setting

Liaise with previous teachers

Share knowledge and understanding with other teachers.

Teachers from each sector need to develop relationships that involve sharing knowledge and understanding of each other's environment, pedagogy and curriculum.

Teachers can be influential mediators of children's experiences when they have an understanding of where transitioning children are moving to, where they come from, and what they bring to their new learning context.

Jocelyn Wright, University of Canterbury (2009)

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

<https://www.education.govt.nz/early-childhood/teaching-and-learning/transitions-in-early-learning/>

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Get to know the student](#)

Suggestion: [Familiarise yourself with the student’s previous class or learning setting](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/familiarise-yourself-with-the-students-previous-class-or-learning-setting

Questions for the support team

If a student has an IEP, or has had support from an early intervention teacher or a RTLB, liaise with their current school to participate in planning meetings for up to six months prior to a transition.

- ✓ What are the student’s learning goals?
- ✓ What supports are in place to facilitate and enable learning?
- ✓ Are any specialists (for example, an RTLB) involved in supporting learning and how are they working with the student?
- ✓ How are parents and whānau contacted and involved?
- ✓ What approaches and processes can be put in place to effect a smooth transition process?
- ✓ What are the student’s important peer and other relationships?

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Get to know the student](#)

Suggestion: [Familiarise yourself with the student's previous class or learning setting](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/familiarise-yourself-with-the-students-previous-class-or-learning-setting

Observe the learning setting

When you or your learning support coordinator visit a student's previous learning setting, as well as observing and making notes, consider (with permission) taking photos or video to view later.

Observe:

- visual or other supports used to facilitate learning
- student interaction with their peers, (for example, working with a buddy, participating in groups, taking leadership roles?)
- how they work independently
- systems in place for them to take breaks or ask for help
- technologies they use
- their communication with teachers and peers
- how conflict is managed
- curriculum areas where they have strengths or find challenging
- strategies that could be carried over to the new setting
- student interaction in the playground
- their book work and their work on display.

[Inclusive Education](#)

From

Guide: [Transitions – managing times of change](#)

Strategy: [Get to know the student](#)

Suggestion: [Familiarise yourself with the student’s previous class or learning setting](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/familiarise-yourself-with-the-students-previous-class-or-learning-setting

Use blogs

Kindergarten
Blog New Zealand

Tuesday, March 11,
Kafka explores painting and writing



“Mum and Dad – I want to see this on your iPad.”

Kafka enjoyed exploring the paints and was confident to write his name on his artwork.

Most importantly he would like to share this with you – Mum and Dad

Source:

Ministry of Education

[View full image \(112 KB\)](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.