

Pre-empt or notice the need for specific support

A suggestion for implementing the strategy
'Making a collaborative learning support plan'
from the Guide: [Collaborative planning for learning](#)

-
- Includes:**
- Take a pre-emptive approach
 - Check-in check-out approach
 - Deepen understanding of learning needs
 - Act on information from whānau
 - Utilise community connections
 - Reflection questions

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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

Suggestion: [Pre-empt or notice the need for specific support](#)

Date

05 June 2026

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inclusive.tki.org.nz/guides/collaborative-planning-for-learning/notice-the-need-for-specific-support

Take a pre-emptive approach

When you know tamariki well, you are able to pre-empt and then plan for events or circumstances that may disrupt their equilibrium or cause anxiety.

Think about environmental factors, such as:

- noisy or unstructured spaces
- time restrictions
- not knowing why something is happening
- multiple spoken instructions.

Think about changes in routine, such as:

- a new teacher, teacher aide, or learning support staff
- **transitions** between activities or learning spaces
- settling into a new term or learning environment
- using new equipment or processes
- a sibling or close friend moving to another class/school
- doing an unfamiliar activity outdoors or in the community
- changing deadlines.

Look out for events that may increase anxiety, such as:

- sports, drama, or music events, such as a school show
- speeches or oral assessments
- large-group activities, such as assembly or school camp
- exams and assessments.

Think about other external factors, such as:

- changes or challenges at home
- bullying
- changing relationships with friends or siblings
- health issues
- family financial stresses.

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Check-in check-out approach

Provide a daily support system.

A regular check-in and check-out process can pre-empt support needs and boost preparedness.



Video hosted on Youtube <http://youtu.be/MyPUY38blZQ>

Closed Captions

Source:

[Edutopia \(US\)](#)

<https://www.youtube.com/channel/UCdksaQxXH13BMeH009MorBg>

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Deepen understanding of learning needs

Kohikohi – Gathering information to deepen understanding

Least intrusive, most inclusive



New Zealand Government

Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://hepikorua.education.govt.nz/>

[View full image \(259 KB\)](#)

A culture of care depends on kaiako pre-empting or noticing when a child or group of learners may require specific support on their learning journey.

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Act on information from whānau

Parents and whānau know their tamariki and can pre-empt situations that could cause distress.

This video shows examples of how teaching teams can respond and plan specific support for tamariki.



Video hosted on Vimeo <http://vimeo.com/159138467>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<https://vimeo.com/album/2950799>

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Utilise community connections

Whānau and community members are the eyes and ears of the school community.

They notice and hear what's going on for students, act as go-to people for students and adults, are expert networkers, and go in to bat for anyone who needs it.

Source:

[Poutama Pounamu](#)

<https://poutamapounamu.org.nz/video/making-space-for-the-community>

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Reflection questions

Routine strategies can help us notice when a student may need support.

Which strategies are embedded in your own practice?

Do you include these strategies?

- ✓ Knowing children well and recognising when they are stressed or unhappy
- ✓ [Checking in and connecting one-on-one](#)
- ✓ Using whānau or tutor groups
- ✓ Doing data analysis and classroom observations
- ✓ Using journal writing
- ✓ Reviewing records of attendance
- ✓ Having students share their experiences
- ✓ Greeting children as they enter the learning space
- ✓ Creating moments in breaks or before or after school where you can chat and touch base with tamariki and whānau
- ✓ Checking in with learning support and wellbeing teams.

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