

# Adopt mentoring models to ensure every student has someone who can provide support and monitor their well-being

A suggestion for implementing the strategy

'Develop flexible systems to support all students' from the Guide: [Leaving school](#)

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## **Includes:**

Whānau tutor groups

River groups: A model

Flex time: A model

Provide professional learning

## Inclusive Education

From

Guide: [Preparing students to leave school](#)

Strategy: [Develop flexible systems to support all students](#)

Suggestion: [Adopt mentoring models to ensure every student has someone who can provide support and monitor their well-being](#)

Date

06 October 2021

Link

[inclusive.tki.org.nz/guides/preparing-students-to-leave-school/adopt-mentoring-models-to-ensure-every-student-has-someone-who-can-provide-support-and-monitor-their-well-being](http://inclusive.tki.org.nz/guides/preparing-students-to-leave-school/adopt-mentoring-models-to-ensure-every-student-has-someone-who-can-provide-support-and-monitor-their-well-being)

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## Whānau tutor groups

To ensure every student is well known by somebody, Hillmorton High School has moved to smaller vertical mentoring groups.



Video hosted on Vimeo <http://vimeo.com/151443598>

No captions or transcript

**Source:**

[He Kākano \(NZ\)](#)

<http://hekakano.tki.org.nz/Toolkit2/Videos/Hillmorton-High-School/Whanau-houses-tutor-groups>

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## River groups: A model

At Hauraki Plains

College, teachers and support staff play an active role in mentoring and supporting students in their learning, using the concept of river groups.

The following two videos outline teacher and student perspectives on the approach:

- [Students discuss the culture of support at Hauraki Plains College](#) – they outline how their river group experience has had a positive effect socially and academically, and in their preparation for transition from high school.
- [Creating a culture of support at Hauraki Plains College](#)

Read more about the background to the approach in [Supporting future-oriented learning & teaching — a New Zealand perspective](#)

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## Flex time: A model

Innovation in timetabling allows a high school to introduce flex time. Students make decisions about what they learn and who they learn from.



Video hosted on Youtube <http://youtu.be/eyyNmfgkD88>

No captions or transcript

**Source:**

[Parkland School Division \(US\)](#)

<https://www.youtube.com/watch?v=eyyNmfgkD88>

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## Provide professional learning

Lack of information is one of the greatest barriers to successful transition.

School staff with comprehensive, up-to-date knowledge of community support options can be valuable conduits of information for the student and their family/whānau.

Areas where staff could consider developing their knowledge of community-based support options include: supported living, employment, community participation, disability support, transport and further study options.

### **Ministry of Education**

#### **Source:**

[National Transition Guidelines](#)

<http://www.education.govt.nz/school/student-support/special-education/national-transition-guidelines-for-students-with-special-education-needs/national-transition-guidelines-for-specialist-educators-schools-and-parents/>

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