

Create a learner-centred team

A suggestion for implementing the strategy 'Develop effective whole-school practices' from the Guide: [Preparing students to leave school](#)

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- Includes:**
- Provide quality advice and information
 - Build a team
 - Foster high expectations
 - Seek to understand a learner's culture
 - Access parent, community and advocacy support services
 - Useful resources

Inclusive Education

From

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

Strategy: [Develop effective whole-school practices](#)

Suggestion: [Create a learner-centred team](#)

Date

15 June 2026

Link

inclusive.tki.org.nz/guides/preparing-students-to-leave-school/create-a-student-centred-team

Provide quality advice and information

Support the student and their whānau to make informed decisions about transition.

Research suggests that learners value information from trusted, impartial sources and will generally turn to family, friends, and teachers with whom they have a strong relationship for advice.

Tertiary Education Commission Te Amorangi Mātauranga Matua (2014)

Source:

[Information for learners: Learner decision-making behaviours: Research summary](#)

<https://www.tec.govt.nz/assets/Forms-templates-and-guides/oc2845bd85/Information-for-Learners-research-summary.pdf?>

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Build a team

The student and their whānau or carers drive the transition process. A wider team provides support, experience and networks based on the student's needs.

For example, teams include:

Student and whānau or carers

School staff:

- Teachers and specialist teachers, for example, ORS teacher and teacher aides
- In school learning support staff
- Deans and form teachers
- Careers education teachers.

Education specialists:

- Learning Support Coordinators (LSC)
- Resource teachers
- Other learning support specialists.

Key members of the community:

- Hapū and iwi
- Businesses and employers
- Tertiary providers
- Community agencies and support groups
- Youth workers
- Health services.

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Foster high expectations

Brooke Houghton describes how she knows her students and has high expectations for them all.



Video hosted on Vimeo <http://vimeo.com/100662339>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/album/2950799>

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Seek to understand a learner's culture

Six rangatahi who identify as deaf communicate their aspirations.



Video hosted on Youtube http://youtu.be/_4Zk4WDJkhs

Closed Captions

Source:

Ministry of Education | Te Tāhuhu o te Mātauranga (NZ)

https://youtu.be/_4Zk4WDJkhs

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Access parent, community and advocacy support services

Local people, groups and support agencies can offer help with people's everyday lives, and advocacy.

- People who could be advocates and allies include whānau, friends, people from local clubs or support workers
- Local parent groups or agencies
- Community groups such as cultural and iwi groups, sporting groups and clubs
- Disability support groups such as IHC, IDEA services and Enable
- Advocacy groups such as Enabling Good Lives New Zealand and Disabled People's Association New Zealand.

You can look for agencies that provide support at:

[Support and services](#) – Whaikaha Ministry of Disabled People
[Community directory](#) – Citizens Advice Bureau

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Useful resources



The role of families

Stresses the central role of whānau, and addressing individual needs within the context of the family as a whole.

Publisher: Enabling Good Lives

[Visit website](#)



Information for learners: Learner decision-making behaviours

Summary of research in 2012 on the decision-making behaviours of learners considering enrolling in tertiary study.

Publisher: Tertiary Education Commission

[Download PDF \(530 KB\)](#)



Transition from school

Example of transition support services available for students funded by Ongoing Resourcing Scheme (ORS).

Publisher: Choices NZ

[Visit website](#)

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