

Establish clear communication | Whakahitiwhiti kōrero

A suggestion for implementing the strategy

'Nurture whānau partnerships |

Whanaungatanga' from the Guide: [Te Ara Ako](#)

– [Learning pathways in times of change](#)

Includes:

Whakataukī

Why this matters | Te take

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Useful resources | He rauemi

Inclusive Education

From

Guide: [Te Ara Ako – Learning pathways in times of change](#)

Strategy: [Nurture whānau partnerships | Whanaungatanga](#)

Suggestion: [Establish clear communication | Whakahitiwhiti kōrero](#)

Date

15 June 2026

Link

inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/establish-clear-communication-whakahitiwhiti-korero

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Why this matters | Te take



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Set up a safe space to communicate | He wāhi kōrero

Work with whānau to identify and establish ways to communicate.

Find out what types of communication best suit whānau. This could be:

- face to face | kanohi ki te kanohi
- email
- phone
- WhatsApp group
- home-school diary (electronic or paper).

Check in and confirm the best times of the day to communicate.

- Ensure that team members know who to contact for specific needs.
- Identify who needs to be shared into ongoing communication and how best to disseminate that information. Whānau are often left out of important dialogue and decision-making.
- Identify one person to oversee the transition process.
- Identify an advocate who can educate adults and peers in the new setting about ākongā strengths, needs, interests, and ways of making sense of the world.

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Engaging whānau in support plans | Te whai wāhitanga

- ✓ Ensure parents (and ākonga, where possible) are included in support plans before the transition. This may include Individual Education Plans (IEP).
- ✓ Collaborate with whānau by asking for their vision of an ideal life for ākonga. Ask them to share “big picture” or future thinking during the planning and preparation phase of the move.
- ✓ What power-sharing is happening during decision-making for ākonga and their whānau?

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Share learning in real-time | Te ako ā-wātonu

Room 1 2018

FRIDAY, JUNE 13, 2014

Kindy Visit



On Friday I visited East Harbour Kindergarten with Mrs Buckley and saw some of the children who will be in Room 1.
It was Una's last day and she had decorated an amazing crown!
Clever girl Una!
It will be great to see you at school on Monday!



Learning Links

- Count in Manai
- READING EGGS
- Science kids
- Science Experiments
- Splat Square
- MATHEMATICS
- CBeesbies activities
- maths-doubles
- maths-100 hunt
- My Science Fellowship Blog
- Junior Jottings
- year11 reading activities
- Count us in Maths Games

Reminders

- Remember to have your sunhat at school in Terms 1 and 4

Total Pageviews

511492

Contributors

- Mr D
- Mrs Ryan
- Mrs Ryan
- Murial Blopers
- Room 8 students
- Unknown

Our Followers

[View full image \(1.5 MB\)](#)

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Connecting with staff contacts | Te hono ki ngā kaimahi ā-kura

- ✓ Make sure ākonga and whānau know who's who and what they do in your setting.
- ✓ Provide names, photos, and contact details of the team who will be working with the new student.
- ✓ Ensure that team members know who to contact for specific needs.
- ✓ Identify an advocate who can educate adults and peers in the new setting about ākonga strengths, needs, interests, and ways of making sense of the world.
- ✓ Nominate someone in the new setting who will recognise and communicate professional learning areas where support is needed.

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Review documents | Mōhiohio

Become familiar with documents from therapists, such as support plans, therapy reports, and medical information, before the first visit to a new school.

- Ensure that team members know who to contact for specific needs.

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Allocate responsibility | Ngā haepapa

Identify an advocate who can educate adults and peers in the new setting about ākonga strengths, needs, interests, and ways of making sense of the world.



Identify someone in the new setting who will recognise and communicate professional learning areas where support is needed.



Identify one person to oversee the transition process.



Allocate a person to manage all funding-related administration for support and resources.

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Useful resources | He rauemi



Support plans and IEP Plans – Parent to Parent

In this episode of Parent to Parent's Neurodiversity Series, Frian Wadia talks about how to build strong collaborative plans that include: parent agency, dialogue, engagement, and relationships to support a child's contributions and success across the school space.

Publisher: Parent to Parent

[Visit website](#)



Collaborative planning

This Inclusive Education guide can help with engaging whānau in collaborative planning.

[Visit website](#)

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