

# Explore learning environments | Te ao o ngā ākonga

A suggestion for implementing the strategy 'Develop ākonga partnerships | Te mahi tahi me ngā ākonga' from the Guide: [Te Ara Ako – Learning pathways in times of change](#)

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Inclusive Education

From

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Strategy: [Develop ākonga partnerships | Te mahi tahi me ngā ākonga](#)

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Date

15 June 2026

Link

[inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/explore-learning-environments-te-ao-o-nga-akonga](https://inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/explore-learning-environments-te-ao-o-nga-akonga)

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## Why this matters | Te take



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## Liaise with previous kaiako | Ngā kaiako o mua

- ✓ **Schedule a meeting or call** – arrange a conversation with previous kaiako to learn about strengths, needs, and learning preferences.
- ✓ **Gather student profiles and reports** – support plans, progress reports, and other information can provide valuable insights when planning for transition.
- ✓ **Discuss teaching strategies that work** – learn about specific teaching approaches, sensory accommodations, and engagement strategies that have been successful.
- ✓ **Identify communication preferences** – find out how the ākongā best communicates (for example, spoken sign language, visual aids or AAC devices) and how they express their needs.

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# Observe ākongā in their current setting | Mātaihia

- ✓ **Visit the student** – visit the student in their current learning environment to see how they engage with their kaiako and learning programme.
- ✓ **Existing strategies** – identify teaching and learning strategies that work best for them.
- ✓ **Observe choices** – what decisions do ākongā make about their learning, including social preferences and routines?
- ✓ **Identify social and emotional preferences** – identify friendships, group dynamics, anxiety triggers, and strategies for emotional regulation.

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## Collaborate on a transition plan | Te mahere whakawhiti

- ✓ **Work together with current kaiako** – create a smooth, structured transition process, including visits, orientation activities, and support strategies.
- ✓ **Be open to follow-up conversations** – offer to stay in touch with previous staff for ongoing support as ākonga settle into their new environment.
- ✓ **Learn about previous transitions** – ask what previously helped ākonga successfully transition between activities, lessons, and environments.

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## Useful resources | He rauemi



### School enrolment and attendance rights for students

All ākonga have the right to attend school full time. Read further information about student rights.

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