

# Exploring supports | Ngā taituarā

A suggestion for implementing the strategy

'Nurture whānau partnerships |

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

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

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Inclusive Education

From

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

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

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Date

15 June 2026

Link

[inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/exploring-supports-nga-taituara](https://inclusive.tki.org.nz/guides/te-ara-ako-learning-pathways-in-times-of-change/exploring-supports-nga-taituara)

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## Why this matters | Te take



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By identifying supportive elements and barriers to participation and belonging, we can better understand ākonga before and during their transition.

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# What supports are working? | Ngā taituarā whai hua

- ✓ Identify existing relationships and social supports in the current school: What's working for ākonga and whānau? Can you transfer these to the new environment?
- ✓ What existing supports work in the home environment, and can these be transferred to school?
- ✓ What interests, hobbies, or out-of-school activities can be integrated into the new routine?
- ✓ Identify home routines that support the child. This includes using digital technology, sleep times, meal times, and before-school routines.

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# Supporting and enhancing social skills | Ngā pūkenga pāpori

"Mā te tuakana ka tōtika te teina, mā te teina ka tōtika te tuakana"

Older or younger, we all learn from one another.

- ✓ Identify social goals whānau may have for ākongā and set up supports such as [tuākana-tēina relationships](#).
- ✓ Address any concerns around bullying and digital safety.
- ✓ Co-create simple shared social goals (for example, “Say hello to a friend each day”) with input from whānau and celebrate progress at home and school.
- ✓ Set up a shared “Social Wins” chart that both whānau and teachers can contribute to.
- ✓ Acknowledge that being social isn’t always life-affirming for some learners and adjust expectations accordingly.
- ✓ Encourage inclusion of siblings, cousins, or grandparents in social goals.
- ✓ Support whānau to arrange playdates or outings with trusted peers in familiar settings.
- ✓ Invite whānau to share a cultural or family game, greeting, or song with the class to promote inclusive social interaction.
- ✓ Appropriate social skills are those that support the individual’s strengths, needs, personal goals and values. Work with whānau and ākongā to identify appropriate social and emotional goals.

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## Useful resources | He rauemi



### Āwhi Ngā Mātua

This site has helpful advice for parents navigating funding and support for them and their ākongā.

Publisher: Awhi Ngā Mātua

[Visit website](#)



### Parent to Parent

Parent to Parent is an organisation that provides free resources and guidance to support parents online and in person.

Publisher: Parent to Parent

[Visit website](#)



### Disability Connect

Disability Connect has been helping parents of children with diverse needs since 1990. They have many helpful expos and resources about transitions.

Publisher: Disability Connect

[Visit website](#)

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