

Set up communication channels and build a collaborative team

A suggestion for implementing the strategy 'Plan for successful transitions to school' from the Guide: [Transitions – managing times of change](#)

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- Includes:**
- Put students at the centre
 - Use e-portfolios to collaborate
 - Ideas for sharing information
 - Allocate responsibilities
 - Keep in touch with parents
 - Useful resources

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Plan for successful transitions to school](#)

Suggestion: [Set up communication channels and build a collaborative team](#)

Date

19 February 2025

Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/set-up-communication-channels-and-build-a-collaborative-team

Put students at the centre

Mt Roskill campus staff explain how they create positive transitions between schools.

Promoting professional conversations – Use the questions, suggested actions, and tools for self-review to reflect on your school context.



Video hosted on Vimeo <http://vimeo.com/225778622>

Closed Captions

Source:

Ministry of Education | NZC Online

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Coherence/Transitions-Students-at-the-centre>

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Use e-portfolios to collaborate

John Robinson HoD
Learning Support,
Onslow College, reflects
on the impact of using e-
portfolios to share
learning beyond the
classroom.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<http://vimeo.com/album/2950799>

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Ideas for sharing information

Use these ideas for connecting, sharing information, and reaching a shared understanding.

- ✓ Discuss options for staying in touch that work for everyone. If parents are unable to meet face-to-face, make time to share stories from visits or meetings in ways that work for the family. This can be as easy as a phone call, an email or a text message.
- ✓ Ensure that team members know who to contact for specific needs.
- ✓ Allocate one team member to document and communicate plans and decisions.
- ✓ Identify and use digital technologies such as group texting, blogging, SKYPE or Google Hangouts, Facebook or NZ Relay, where appropriate, for meetings and sharing information.
- ✓ Focus on the student's goals and the steps to achieving these.
- ✓ Value everyone's insight and contribution.

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Allocate responsibilities

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



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



Identify one person to oversee the transition process.



Allocate a person to manage all the funding-related paperwork for supports and resources.

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Keep in touch with parents

For parents, receiving good news about their child's day at school is important. It helps them to be proud of their child and enhances the working relationship between family and school.

- ✓ Identify the best methods for regular, ongoing communication, and decide who will communicate about what.
- ✓ Use both face-to-face meetings and online facilities to support planning and communication. These can include electronic notebooks (for example, blogs or Google Docs), email and phone calls to talk with parents and caregivers.
- ✓ Ensure that responses are timely and responsive to parental queries.

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Useful resources



Gifted and talented transitions

Information for schools on developing coherent processes to help gifted children to transition between classes, programmes, and beyond school.

[Visit website](#)



Collaboration – the heart of the matter

Ministry of Education recommendations on setting up collaborative IEP teams.

[Visit website](#)



The transition-planning process for individual students

Read time: 96 min

A process devised by the Canadian Ministry of Education.

Publisher: Ontario Ministry of Education

[Download PDF \(499 KB\)](#)

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