

# Partner with external organisations and experts

A suggestion for implementing the strategy  
'Leading with moral purpose' from the Guide:

[Leading inclusive schools](#)

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## **Includes:**

- Create a hub for services
- Recognise and value expertise
- Support visiting specialists
- Connect with community and cultural disability groups
- Reflection questions
- Useful resources

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Leading with moral purpose](#)

Suggestion: [Partner with external organisations and experts](#)

Date

19 May 2024

Link

[inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/partner-with-external-organisations-and-experts](https://inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/partner-with-external-organisations-and-experts)

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## Create a hub for services

At Victory Park Primary School the community services are based on the school grounds to increase access for all.



Video hosted on Youtube <http://youtu.be/dA4wx5uYowc>

No captions or transcript

Source:

[Superu \(NZ\)](#)

<https://www.youtube.com/user/nzfamilies>

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## Recognise and value expertise

- ✓ Investigate the breadth of community expertise, including present and past students, parents and whānau, local agencies.
- ✓ Identify gaps in your school's collective expertise and possible solutions.
- ✓ Use Learning Support Coordinators, where available, to build capability across the school.
- ✓ Involve Ministry of Education specialists such as RTLB.

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## Support visiting specialists

At times students and their whānau are supported by people and agencies outside of the school.

Consider how you can support these interactions and connections.

Consider these practicalities.

- ✓ The language of schools is often specialised and not commonly understood by people outside the sector. Consider how to support understanding.
- ✓ Who will be key contact person in the school and who is the back up if they are away?
- ✓ Where can a student and/or family meet with someone from the outside agency? Do you need to book a space?
- ✓ What resources will support the interaction: kai, cups of tea, paper and pens, an interpreter?
- ✓ What will support the smooth running of visits? For example, sharing the school calendar so visitors are aware of events that may alter the school day.

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## Connect with community and cultural disability groups



Source:

[Pasifika Autism Support Group](#)

<http://www.asdpasifika.org.nz/>

[View full image \(178 KB\)](#)

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## Reflection questions

Consider these questions in your context.

- ✓ Which experts and expert groups are we partnering with to support ākonga and meet their learning needs?
- ✓ What further expertise do we need to support ākonga? Where might we find it?
- ✓ Does our school have policies, procedures and communication systems that maintain and support strong partnerships with experts in our community?

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## Useful resources



### Groups that can support you

A list of national organisations that support students with additional needs and their families.

[Visit website](#)



### Students requiring learning support

Services and aid available for children, students, teachers and schools as part of Learning Support.

[Visit website](#)

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