

Pre-empt or notice the need for specific support

A suggestion for implementing the strategy 'Making a collaborative learning support plan'

from the Guide: Collaborative planning for

learning

Includes: Take a pre-emptive approach

Check-in check-out approach

Deepen understanding of learning needs

Act on information from whānau

Utilise community connections

Reflection questions

From

Guide: Collaborative planning for learning

Strategy: Making a collaborative learning support plan

Suggestion: Pre-empt or notice the need for specific support

Date

25 April 2024

Link

inclusive.tki.org.nz/guides/collaborative-planning-for-learning/notice-the-need-for-specific-support

Take a pre-emptive approach

When you know tamariki well, you are able to pre-empt and then plan for events or circumstances that may disrupt their equilibrium or cause anxiety.

Think about environmental factors, such as:

- noisy or unstructured spaces
- time restrictions
- not knowing why something is happening
- multiple spoken instructions.

Think about changes in routine, such as:

- a new teacher, teacher aide, or learning support staff
- transitions between activities or learning spaces
- settling into a new term or learning environment
- using new equipment or processes
- a sibling or close friend moving to another class/school
- doing an unfamiliar activity outdoors or in the community
- changing deadlines.

Look out for events that may increase anxiety, such as:

- sports, drama, or music events, such as a school show
- speeches or oral assessments
- large-group activities, such as assembly or school camp
- exams and assessments.

Think about other external factors, such as:

- changes or challenges at home
- bullying
- changing relationships with friends or siblings
- health issues
- family financial stresses.

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Check-in check-out approach

Provide a daily support system.

A regular check-in and check-out process can pre-empt support needs and boost preparedness.



Video hosted on Youtube http://youtu.be/MyPUY38blZQ Closed Captions

Source:

Edutopia (US)

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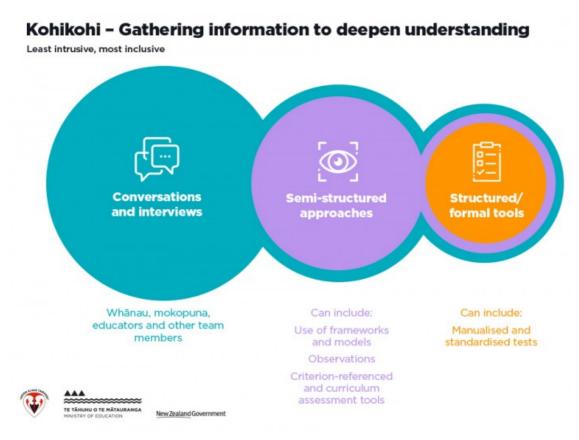
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Deepen understanding of learning needs



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga https://hepikorua.education.govt.nz/

View full image (259 KB)

A culture of care depends on kaiako pre-empting or noticing when a child or group of learners may require specific support on their learning journey.

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Act on information from whānau

Parents and whānau know their tamariki and can pre-empt situations that could cause distress.

This video shows examples of how teaching teams can respond and plan specific support for tamariki.



Video hosted on Vimeo http://vimeo.com/159138467

Closed Captions

Source:

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

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Utilise community connections

Whānau and community members are the eyes and ears of the school community.

They notice and hear what's going on for students, act as go-to people for students and adults, are expert networkers, and go in to bat for anyone who needs it.

Source:

Poutama Pounamu https://poutamapounamu.org.nz/video/making-space-for-thecommunity

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Reflection questions

Routine strategies can help us notice when a student may need support.

Which strategies are embedded in your own practice?

Do you include these strategies?

- ✓ Knowing children well and recognising when they are stressed or unhappy
- ✓ Checking in and connecting one-on-one
- ✓ Using whānau or tutor groups
- ✔ Doing data analysis and classroom observations
- ✓ Using journal writing
- ✓ Reviewing records of attendance
- ✔ Having students share their experiences
- ✓ Greeting children as they enter the learning space
- ✓ Creating moments in breaks or before or after school where you can chat and touch base with tamariki and whānau
- ✓ Checking in with learning support and wellbeing teams.

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