

## Inclusive Education

From

Guide: [Preparing students to leave school](#)

Strategy: [Develop flexible systems to support all students](#)

Suggestion: [Adopt flexible timetabling and flexible options to support all students](#)

Date

23 January 2019

Link

[www.inclusive.tki.org.nz/guides/preparing-students-to-leave-school/adopt-flexible-timetabling-and-flexible-options-to-support-all-students](http://www.inclusive.tki.org.nz/guides/preparing-students-to-leave-school/adopt-flexible-timetabling-and-flexible-options-to-support-all-students)

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# Respond to student aspirations

When Jack's school became aware in year 13 that Jack intended to continue on to university, he received support and encouragement.

He was put into the top English class with a teacher who spent extra time going over essay structure and giving Jack the tools for getting his ideas down clearly.

Maths, which continues to be an area of weakness, became a target subject to ensure that Jack had the appropriate numeracy credits for University Entrance.

Source: [It's not all black and white: The transition of students with dyslexia into the first year of university study. Massey University, NZ.](#)

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http://mro.massey.ac.nz/bitstream/handle/10179/2221/02\\_whole.pdf?sequence=](http://mro.massey.ac.nz/bitstream/handle/10179/2221/02_whole.pdf?sequence=)

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