

Get to know ākonga | Te mōhio ki ngā ākonga

A suggestion for implementing the strategy 'Develop ākonga partnerships | Te mahi tahi me ngā ākonga' from the Guide: [Te Ara Ako – Learning pathways in times of change](#)

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From

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

Strategy: [Develop ākonga partnerships | Te mahi tahi me ngā ākonga](#)

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Date

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Whakatauki

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Innovate with ākongā profiles | Te āhua o te ākongā

A transition profile is a summary of ākongā strengths, needs, interests, and goals specific to the transition process from one setting to the next.

Talk with current kaiako about ākongā in their environment. What is needed to ensure the transition is successful? What are ākongā strengths? What resources do they prefer? What type of transition profile would work best?

Some innovative profiles could include:

- **Videos about ākongā**, their interests and hopes, co-created by them, including whānau voice or captions.
- **Visual social stories** that include photos and videos of routines they like, people they trust, and tools that help.
- **Whānau and student hui** that focus on mana-enhancing practices, connecting them to what is important to them.
- **A personalised timeline** with steps, visits, and goals co-created with whānau.

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Personalise ākonga profiles | Whaiaro ākonga

Personalising ākonga profiles enables transitions to become a dynamic, evolving tool that guides learning and provides a comprehensive understanding of ākonga journeys.

Personalise ākonga profiles using **Universal Design for Learning (UDL) guidelines**:

Representation – visual supports (photos, symbols, diagrams) alongside text:

- Include audio or video clips of ākonga introducing themselves in the format and language of their choice.
- Add a whānau voice section – written, recorded, or visual.
- Use language that reflects ākonga identity (examples: te reo Māori, home language).
- Include sensory preferences (example: noise, lighting, textures they enjoy or avoid).

Action and expression – show how ākonga work best:

- Include examples of how they like to communicate and learn.
- Capture how they express emotions or signal for help.
- Describe any preferred learning tools.

Engagement – ask:

- What excites or motivates ākonga?
- What helps them feel calm and safe?
- What are their social and communication preferences?

Consider learning maps:

Learning maps are another practical approach for kaiako and parents to support learners in fun and energising ways to analyse and improve their learning. You can read more about this here:

[Infinity learning maps](#).

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Useful resources | He rauemi



Holistic models of learner profiles using Universal Design for Learning (UDL)

This holistic approach focuses on asking about the purpose of the information gathered about the learner to inform planning. It also seeks whānau engagement.

Publisher: Barbara Bray

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Primary school ākongā profile example

An example of an Aotearoa New Zealand primary school ākongā profile, developed by the adults around her.

[Download](#) DOC (613 KB)



Secondary school ākongā profile

An example of an Aotearoa New Zealand secondary school ākongā profile.

[Download](#) PNG (655 KB)

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