

**Te anga o Te Marautanga o Aotearoa**  
**He whiti kōrero nā Ludene Halford**

**Ludene Halford (TMOA Kaitātake ā-rohe, CORE Education)**

The graduate profile becomes the most important thing then within the marau ā-kura. It's the thing that sets the benchmark, it's the thing that gives you the goals to work towards, its, in the end, the aromatawai that says how well we have achieved what we have taught.

Getting whānau involved means that it's a two-way, three-way process. It's that triangulation of this is us, this is them and everybody coming together. So with whānau involved they've had their input, then they, are then asked to be part of the realisation. So whānau then have their part of actually realising the graduate profile. So they don't sit back and sort of say, 'oh no that's what the school does', send them to school for school to do their bit. They're actually brought in to the whole process, so that they're part of realising what they want for their child. That the whānau are part of setting their aspirations in to place, in to concrete, so its not just, maybe the academic side of schools, its about the whole values and beliefs of the whānau being part of what they want for their child. So, it's necessary that everybody is part of that collaborative stage, so there's a more holistic view of the child within the school and within the whānau.

They need to know that their values and their thinking is worth while, that they're going to be part of it and whatever they say is actually going to be acted on. So its about making sure that they are empowered to be part of that whole process and that whatever they say will actually have some sort of consequence.

It should be part of, the graduate profile should basically be part and parcel of every piece of work that kaiako do in the kura. So, even if it's just the writing programme. So with the writing programme, how are we addressing our graduate profile? In every wāhanga ako it should be, 'this is our graduate profile, what part in this unit, or this wāhanga are we addressing our graduate profile'. It should just be immersed in every teaching part, in every learning part of the school environment.

For me, the graduate profile actually falls out of the vision. This is our huge holistic view of where the school is, if this is our holistic view, this is what we want our students to be, to feel like, to look like, to sound like. So it becomes, 'oh, a learning intention?' and then those become all the success criteria as formative assessment would say that. To know that this has been achieved, we would see the graduate profile would be the success criteria that will inform the learning intention.

Its about maybe taking a step back, looking at the teachers themselves, and what beliefs and values they hold and whether or not they need to be shifted to reflect the beliefs and values the whānau and the graduate profile hold. So its about maybe looking at belief systems of the school, belief systems of personnel and just for kaiako themselves to look at, 'the most important thing for us as the akonga, I'm here in my job because of that student, not because of me and myself, I'm here because of the students. So if I need the student to be there, then its my job to get that student there'. So its about looking, re-looking at your own self as a kaiako, re-looking at the school

dimensions and maybe shifting, shaking, changing, challenging those current beliefs to ensure that they actually realise, actualise the ones that we now have put in to our marau, alongside the āhua o te ākonga. I mean, it is a review of our practice, it is a review of what we have taught and whether or not it is now realising what we now want and, I think the whole marau is our opportunity to get things right for our ākonga now.