|  | **Meaning** | **Feelings & Attitudes** | **Behaviours** | **Identification** | **Home Support** | **School Support** |
| --- | --- | --- | --- | --- | --- | --- |
| **Manaakitanga** | Generosity – honouring, caring and giving mana to people thus maintaining your own. | Exhibit the capacity and natural inclination to respond, nurture and care for others.  Have integrity and mana.  Have sense of occasion; be welcoming; demonstrate hospitality. | Show generosity of spirit; be giving and understand the importance of, and demonstrate reciprocity  Be strong in tautoko qualities (support; value that one person’s success is the success of the group). | Teacher nominations  Peer nominations  Parent nominations | Promote Tea o Māori (cultural competence)  Provide role models  Care is obligatory  Establish quality relationships | Provide a culturally safe context  Promote Tea o whānui (global confidence)  Provide role models  Provide opportunities for social action  Classroom = a safe haven  Care is obligatory and reciprocal  Allow opportunities for peer tutoring or mediation |
| **Whanaungatanga** | Family values – relationships. | Form, strengthen & maintain bonds with peers.  Value and promote loyalty and inclusiveness.  Demonstrate an awareness of relationships and positions.  Be aware of responsibility, especially in relationship with others. | Be a role model, team player, and connect well with others.  Be strong in tautoko qualities (support; value that one person’s success is the success of the group). | Interviews  Teacher nominations  Peer nominations  Parent nominations | Provide role models  Share your own experiences  Whanau and parents become involved in the school  Establish quality relationships | Provide a culturally safe context  Know the background of the student – know each student as an individual  Use cooperative learning structures  Share your own experiences  Involve parents and whānau as well as the wider community  Provide role models |
| **Wairuatanga** | Balance – harmony, spirituality, being grounded, calm. | Is a sensitive and reflective thinker.  Has a heart of humility which is open and giving. | Has the ability to ‘read’ the wairua of an environment or event and to respond appropriately.  Have the ability to nourish and restore their wairua.  May appear ‘absent-minded’ or introspective but can be incredibly insightful on occasion (not always on prescribed occasions). | Interviews  Teacher nominations  Peer nominations  Parent nominations  Demonstrated performance | Provide role models  Establish quality relationships | Provide a culturally safe context  Provide role models |
| **Kaitiakitanga** | Care taker/ guardianship of knowledge, environment and resources. | Has a very strong awareness of global issues and responsibility.  Recognises that human welfare and care for the environment are inextricably linked.  Is internally driven with a passion.  Is perceptive – aware of the need to nurture and maintain knowledge, environment & resources for the short term or long term future. | Demonstrates the need comes before self.  May be a gifted storyteller: have an excellent memory, knowledge of and pride in linking whakapapa, iwi, geography. | Interviews  Teacher nominations  Peer nominations  Parent nominations  Demonstrated performance | Provide role models  Establish quality relationships | Provide a culturally safe context  Promote Tea o whānui (global confidence) |
| **Rangatiratanga** | Ranga – to weave, tira – a company – leadership that inspires unity. | Have mana amongst their peers. | Be visionary and strategic thinkers; their opinions are sought, valued and considered.  Stand up for beliefs and values sometimes against adversity.  Inspire and motivate others to work for the common good.  Show initiative and motivation, see beyond the obvious to recognize what needs to be done.  Often have the mandate from the group as a spokesperson.  Can reflect and present controversial ideas with respect. | Demonstrated performance  Peer nomination  Parent nomination  Teacher nomination  Interviews | Provide role models  Develop the mana of the student  Establish quality relationships | Provide a culturally safe context  High but realistic expectations of the student  Show passion and enthusiasm  Provide real life experiences  Use student friendly vernacular  Use appropriate body language and lead by example  Provide role models  Promote Tea o whānui (global confidence)  Develop the mana of the student |
| **Matauranga** | Knowledge – intellect, thinking skills, wisdom , education, learned, studious. | Has intrinsic motivation and persistence to seek and acquire new knowledge.  Is intuitive and visionary.  Is an acknowledged and sought after in their expertise. | Has advanced thinking skills; thinks critically and creatively.  Has effective use of knowledge and intellect.  Learns quickly and can transfer knowledge into new contexts.  Can problem find, problem solve and analyse.  Shares knowledge wisely and with discretion.  Has the ability in Language skills, e.g. Oral Story telling – excellent memory, knowledge and pride in whakapapa, iwi, geography, and can make links. | Examine performance over time  Individual IQ testing  Nonverbal measures of intelligence  Curriculum based assessment  Achievement subtests | Establish quality relationships  Provide role models | Provide a culturally safe context  High but realistic expectations of the student  Support with homework |
| **Tikanga** | Approved etiquette – correct behavior, truthful, proper, respectful. | Has knowledge of protocols, customs, and rituals that demonstrate and reinforce values and beliefs. | Can demonstrate initiative and appropriate behavior before, during and after events.  Maintains, directs, and guides others in appropriate tikanga.  Can transfer and appropriately adapt tikanga to a variety of situations and environments. | Demonstrated performance  Parent nominations  Peer nominations  Teacher nominations  Interviews | Provide role models  Acknowledge and embrace the diversity of being Māori  Establish quality relationships | Provide a culturally safe context  Provide role models  Give students opportunities and encouragement to develop their talents in a Maori-relevant context e.g. attend Ngata memorial lectures, Manu Korero oratory festivals, mautaiaha Wananga, etc. |

**Te Mahi Rehia** (Recreational Pursuits – physical and artistic performance)

A student gifted in Te Mahi Rehia demonstrates ihi, wehi, and wana (linking appropriate knowledge of whakapapa and iwi to the occasion) and has ability in one or more of the following:

* Visual arts (including Raranga [weaving] Tukutuku, Whakairo [carving], Kowhaiwhai [motifs and symbols])
* Music (includes Taonda Puoro); performance and composition.
* Performing arts: Waiata, Haka, Karakia, Mau Rakau (traditional weaponry), Toi Whakaari (drama). Whai Korero (oratory skills), Karanga, Poi.
* Sports.