

Ahakoa he iti he pounamu - Although it is small it is precious.

Cultural Indicators Specific to Mana Tangata Whenua

Students can demonstrate and understand...

- Karakia - Timatatanga and whakamutunga (their purpose), knows, understands and can recite the school pepeha.
- Greetings in Te Reo Māori: Mōrena, ata mārie, Kia ora etc... and has knowledge of other cultural greetings
- Basic instructions in Te Reo Māori e.g. E tū, E noho, Whakarongo etc... then of other languages e.g. Nofo, Sau, Alu
- Powhiri and waiata, participate in National Anthem in Māori, English, Sign language.
- Organisational expectations with school uniform, PE gear, cultural gear,
- Participation expectations in a cultural practice and has begun the journey to understand and embrace tikanga Maori
- Participation in karakia for kai (If other religious beliefs don't allow the reciting of the karakia students can explain why this is an important practice to our Mana Tangata Whenua)

Tikanga Māori permeates throughout all aspects of life and sets the code of conduct for all situations, from interacting with people, to preparing medicine, gathering kai (food), building marae, performing kapa haka and every other aspect of daily life.

Respect- Whakamanatia

- Can identify and acknowledge own culture. (Social/ Cultural)
- Uses appropriate vocabulary when speaking. (Social/ Academic)
- Addresses people politely (Social/ Cultural)
- Taking care of own, other peoples and school property (Social/ Cultural)
- Saying please and thank you (Social/ Cultural)
- Shares when working in groups and teams (Social/ Cultural/ Academic)
- Responds appropriately to speakers and visitors and listens attentively with response. (Social/ Cultural/ Academic)

Responsibility - Rangatiratanga

- Organises themselves in daily activities and makes appropriate safe choices in the way they interact with and care for others and know that inappropriate actions can affect others negatively. (Social/ Cultural)
- Embraces the strengths of each culture within our community. (Social/ Cultural/ Academic)

Engagement - Whakaanga

- Attends school regularly, understands the purpose of the learning activities, can talk about what they are learning and completes activities to their potential with guidance/supervision. (Social/ Academic)

He moana pukepuke ekengia e te waka - A choppy sea can be navigated

Cultural Indicators Specific to Mana Tangata Whenua

Students can demonstrate and understand...

- Why a powhiri happens and can explain the various parts of a powhiri e.g. Karanga, Waewae tapu, Whai korero etc...
- Waiata, perform school waiata confidently and waiata from their own culture and language
- Karakia mo to ata, mo te kai, mo te ahiahi and can lead these when required or can explain why this occurs
- The background knowledge behind their own pepeha and can demonstrate this in class
- Basic tikanga in Te Ao Māori. Eg. Tapu/inoa, karakia, mihi and waiata tautoko
- Using initiative to invite whanau to school - school events, culture groups and speech competitions etc...
- Know the NZ National Anthem in Te Reo, Sign and English.

Respect/ Whakamanatia

- Can identify and acknowledge own culture and speak about where they come from (Social/ Cultural)
- Greets/Addresses people politely in more than one language (Social/ Cultural)
- Welcomes visitors spontaneously and can thank them formally (Social/ Cultural/ Academic)
- Shares and contributes when working in groups and teams (Social/Academic)

Responsibility/ Rangatiratanga

- Independently organises themselves for their regular activities, (Social/ Academic)
- Acts appropriately in familiar settings, in groups and in competitive situations (Social/ Cultural)
- Seeks/responds to guidance for responding/acting appropriately in new settings and understand that their actions have an influence on the way others perceive and respond to them. (Social/ Cultural)
- Acknowledges we are committed to each other, when we get things wrong, we can fix it (tuakana/ teina) (Social/ Cultural/ Academic)

Engagement/Whakaanga

- Attends school regularly, understands the purpose of the learning activities, can talk about what they are learning and completes activities to their potential with guidance/supervision. (Social/ Cultural/ Academic)

***Nāku te rourou nāu te rourou ka ora ai te iwi.
With your basket and my basket the people will live.***

Cultural Indicators Specific to Mana Tangata Whenua

Students can demonstrate and understand...

- *Koutou – Haka powhiri, karakia inoi, hongī. Wāhine ma – Karanga, waiata, Tāne ma – Wero, Whaikorero/oriori, koha.*
- *Their whakapapa, family history and genealogy*
- *Tauparapara-Used at the beginning of a mihi to identify the speaker, the iwi, the purpose of the hui and to set the mood.*
- *Leadership roles in class or school. - culture groups, fitness, sports teams, morning hui, mathex, patrol, ICT, e.t.c.*
- *How to lead in karakia or waiata in class or school community setting*
- *The 4 aspects of Hauora taha wairua, taha hinengaro, taha whānau me taha tinana.*

Respect/ Whakamanatia

- Demonstrates awareness and acceptance of differences and similarities of cultural customs, practices, and traditions. (Social/ Cultural)
- Actively listens to speakers and in discussion – ahau, tātou, mātou me koutou.
- (Social/ Cultural/ Academic)
- Takes initiative in caring for the environment (kaitiakitanga) of the classroom and school. (Social/ Cultural)
- Demonstrates sensitivity to and accepts the uniqueness of others. (Social/ Cultural)

Responsibility/ Rangatiratanga

- Is reliable, independent and personally well organised, and uses increasing initiative to manage in new situations individually, in groups, and in the wider life of the school and is developing assertiveness strategies to manage negative pressures encountered and acknowledges when they get it wrong and takes appropriate steps to repair the harm. (Social/ Cultural/ Academic)

Engagement/Whakaanga

- Developing independence in setting academic and personal goals contributes to the creating and implementing of plans to achieve goals, works work effectively both independently and with others, and participates in some sporting, cultural or community activities. (Social/ Cultural/ Academic)
- Achieves steps towards a meaningful vision that incorporates our kaupapa towards whanaungatanga.
- (Social/ Cultural)

***Whāia te iti kahurangi ki te tuohu koe me he maunga teitei
Seek the treasure you value most dearly, if you bow your head let it be to a lofty mountain.***

Cultural Indicators Specific to Mana Tangata Whenua

Students can demonstrate and understand...

- *The significance and connection of taonga puoro in Te Ao Māori.*
- *With evidence their connection with our local kaumatua and kuia and explain knowledge passed down or learnt.*

Respect/ Whakamanatia

- Actively listens and gives positive affirmation to speakers and in discussion and takes initiative in enhancing for the environment of the classroom, school and community. Is sensitive to students who are unique and supports them to be positively included. (Social/ Cultural)
- Understands they have the discipline to make positive, meaningful decisions that impact on the community around them (Social/ Cultural)

Responsibility/ Rangatiratanga

- Acts and responds positively and with consideration for the needs, wants and welfare of themselves and those around them and demonstrates initiative, enterprise and is able to apply these in a leadership role with guidance. (Social/ Cultural)
- Uses relationship to influence thinking and act positively on a wider scale. (Social/ Cultural)

Engagement/Whakaanga

- Sets academic and personal goals that impacts on the local community, implements plans to achieve them independently, and evaluates progress made, asks questions to solve problems, confidently communicates, participates and contribute in groups, the class and school, takes initiative and opportunities provided to extend learning and participate in sporting, cultural, and community activities, embraces the strengths of our community. (Social/ Academic)

Ko au ko Kerehana, Ko Kerehana ko au.

I am Kelston, Kelston is me

Cultural Indicators Specific to Mana Tangata Whenua

Students can demonstrate and understand...

- The critical thinking behind tikanga and its many applications in Te Ao Māori and the modern world
- The applications of tikanga in a range of diverse contexts including leadership, problem solving and rangahau.
- In-depth knowledge of tikanga protocols and cultural practices that provide solutions to modern day problems.

Respect/ Whakamanatia

- Assertively challenges harmful perceptions, assumptions and discrimination against others and can articulate these to a wider audience. (Social/ Cultural/ Academic)
- Assertively and fairly ensure that their rights and the rights of others are supported. (Social/ Cultural/ Academic)
- Demonstrate understanding and the importance of keeping the mana of our whanau intact. (Social/ Cultural/ Academic)

Responsibility/ Rangatiratanga

- Sets high standards and adapts their actions and responses so that they are appropriate to a variety of situations or circumstances and with consideration for the needs, rights, roles and responsibilities of themselves and others, is proactive in ensuring the needs and rights of others are met/maintained and demonstrates positive leadership in challenging situations. (Social/ Cultural/ Academic)

Engagement/Whakaanga

- Is curious and creative, asks questions and thinks critically to solve problems, demonstrates commitment, actively and confidently communicates, participates and contribute in groups, the class and school community to achieve goals that make a positive difference. (Social/ Cultural/ Academic)

Critical Thinking Matrix Specific to our Taumata Development

Within the context of our taumata the following Critical thinking matrix is designed to challenge students and teachers to explore:

- How groups are made, what are their purpose and what groups of our society they are designed to benefit... And Why?
- How are laws and rules designed and implemented... what are the equality and equity issues associated with these?
- The understanding of different people's and ethnicities knowledge and belief systems around resources and their decisions around the use of them (Environmental, Governance systems, Economic policy etc...) who are these systems designed to benefit and discriminate against?
- The movement, transience and migration habits of the people from Aotearoa, Māori and Taiwi and the rationale behind these patterns, how this impact on society and the way we interact as a nation.
- World views through different cultural lenses, Decision making and the decision makers from local, regional national and international levels. How is my voice heard in the decision-making processes and my cultural acknowledged and validated?

Taumata Tahī
<ul style="list-style-type: none"> ➤ Can identify an issue within a topic and give examples ➤ Can explain the causes related to the issue; [Can explain the cause and effect it has] ➤ Can identify that actions have consequences
Taumata Rua
<ul style="list-style-type: none"> ➤ Can identify multiple issues ➤ Can explain information about the issue ➤ Can identify a consequence of the issue
Taumata Toru
<ul style="list-style-type: none"> ➤ Can evaluate and break down an issue to understand the possible outcomes ➤ Can interpret information from multiple sources that surrounds the issue and state their opinion with logical rationale ➤ Can identify and unpack the cause and effect associated with an issue
Taumata Whā
<ul style="list-style-type: none"> ➤ Can identify outcomes of an issue and explore "the what ifs" ... ➤ Can interpret information and explain how the environment/people are affected ➤ Can devise an action plan with the intention to problem solve ➤ Can understand multiple points of view
Taumata Rima
<ul style="list-style-type: none"> ➤ Can implement strategies through self-regulation to influence change; [Video reflections, journal writing, report writing, interviews, taumata journal and tracking progress] ➤ Can assess and inference how the issue effect Ahau, Mātou, Tātou. [Self-review, peer assessment/share, teacher feedback/forward] ➤ Can implement and evaluate the action plan [Final reports, digitized presentations that provide evidence of progress from beg/mid/end, answering critical questions, approach our local schools/community and share findings to a wider audience.]