

Ngā Reo Rua

Bilingual pathways



Pepeha o Kerehana

Ko Puketōtara te maunga

Ko Waitakere te awa

Ko Tainui te waka

Ko Maki te tangata

Ko Rakataura te tohunga

Ko Te Kawerau ā Maki te iwi

Ko Te Kura Takawaenga o Kerehana tōku kura

A Tātou Moemoeā

Empowering our ākongā through authentic learning experiences to become critically thinking rangatira enriched in identity, language and culture



We Are Kelston Values

Whakaute

Respect



Rangatiratanga

Responsibility



Whakaanga

Engaged



Oranga Whanau - Family

Oranga Wairua - Spirit

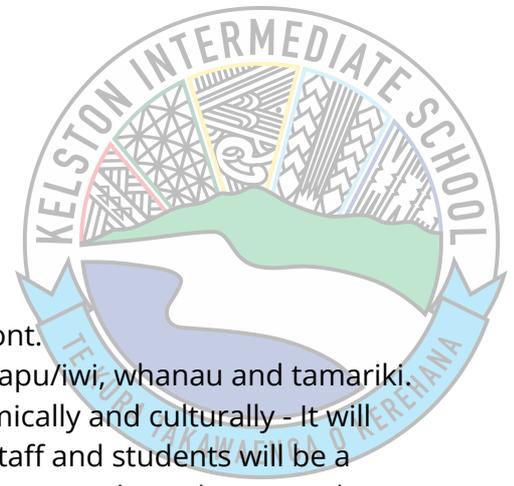
*At Kelston Intermediate we embrace **Whakaute, Rangatiratanga me Whakaanga**. This means we have ownership and control over our own thoughts and destinies, acknowledge the views and beliefs of others and become positive influences on society with our multi-faceted understanding of the world*

Oranga Tinana - Body

Oranga Hinengaro - Mental Health



Objectives



Objectives for our Bilingual Units:

- Provide rangatiratanga/leadership with culture at the forefront.
- Build real connections and relationships between whanau/hapu/iwi, whanau and tamariki.
- Raising Māori/Samoan/Tongan Achievement socially, academically and culturally - It will also strengthen the identity, the ethos of the school where staff and students will be a part of ensuring the guiding principles of our bilingual whānau are adopted, nurtured and respected. This structure will provide a strong base for the continuation of success and achievement for students and staff across our whole kura.
- Reinforcing our place within our takiwā: Te Kawerau A Maki - Key resource people and organisations would be invited to be part of this structure, whanau involvement in their child's education, leading with their child, owning their learning. Building on their whanaungatanga, their turangawaewaetanga, their mana motuhaketanga.
- Reinforcing links within the community so their culture and heritage is valued at our kura.
- Strengthen the School Identity within Aotearoa and creating empowering bilingual pathways within our haponi whānui and Kāhui Ako kura to grow as competent and confident learners and communicators in both worlds, healthy in mind, body and spirit, secure in their identity and sense of belonging; to have the skills and knowledge to be active participants and positive contributors to Māori/Samoan/Tongan, New Zealand society and the wider world.

Manaakitanga: We will ensure that the learning environment that the akonga enter is one of safety, comfort, and conducive to learning.

Rangatiratanga: We will assist the akonga in taking control of their destiny in the learning environment.

Ūkaipōtanga: We acknowledge that their ūkaipō is a resource to draw from in assisting akonga on their learning pathway.

Kaitiakitanga: We will ensure the confidentiality and protection of issues facing akonga.

Whanaungatanga: We will work together towards overall success and achievement.

Kotahitanga: We will traverse together with the one thought in mind.

Pūkengatanga: We recognise the skills and knowledge that the akonga already possess and will encourage to enhance these.

Whakapapa: We acknowledge that family ties are an integral part in studies. We will assist the akonga to link in with key people within their whanau, hapū and iwi so as to contribute to the knowledge continuum for the future generations.

Wairuatanga: We will respect an individual's wish to nourish their spiritual well-being.

Assessment in Ngā Reo Rua



- Diagnostic assessments with our tamariki/fanau aoga/fanau ako are done through their pepeha/talaaga/fakatapu, karakia/tatalo/loto and waiata/pesepesega/hiva ma tauluga. Their knowledge around the tikanga Maori me Te Ao Maori/'fo tu ma aga fa'asamoa' is also assessed through folafolaga/valaauga/lauga fa'asamoa /Anga-FakaTonga. Kapa Haka/Samoan/Tongan Culture groups also gives us an indicator of their knowledge in performing arts and gives added value to our assessment.
- Our Tamariki's/Tamaiti-aoga/Fanau Ako Taumata presentations outline their journey of their social, cultural and academic ability in Te Reo Maori/Fa'asamoa/LeafakaTonga and in English. The key component for us is the cultural indicators in the Taumata and also their korero/talanoa/fakataha around their critical thinking matrix with a Te Ao Maori/Samoan/Tongan worldview.
- We will arrange a hui/talanoa/fakataha with whanau once a term as a class and we also have student-led conferences three times a year reflecting on successes and next steps in bilingual education.



*“Ko taku reo taku ohooho,
ko taku reo taku mapihi mauria”*

“My language is my awakening, my language is the window to my soul”

Nga Kakano Ka Puawai i Te Reo Māori - Maori bilingual.



We are a whanau that believe in our tamariki who will: Kia tipu ngā rangatahi o Kerehana i roto i Te Ao Māori, ngā kawa, ngā tikanga me te reo Māori. Ka whakamana i ngā iwi katoa. Ko ngā tauira ki te pito o ngā whakaakoranga katoa. Ka āta poipoi i a rātou kia manaaki i te taha tinana (Physical well-being), te taha hinengaro (Mental and emotional well-being), te taha whānau (Social well-being) me te taha wairua (Spiritual well-being). Kia puta rātou hei rangatira ki te whaiao, ki te ao mārama.

The History of Nga Kakano.

The first Māori bilingual classroom at Kelston Intermediate/Te Kura takawaenga was established in 2016. Our name Nga Kakano meaning the seeds, ka puawai meaning to flourish, i te reo meaning to speak/korero in Te reo Māori.

Learners of Te Reo Maori will:

- the study and practice to maintain our tikanga Māori
- the integration of Māori values into everyday life
- the revitalisation of Te reo Māori through normalisation
- Acknowledging the importance of Māori culture to Aotearoa as tangata whenua
- Kia eke ngā tauira Māori ki te kairangitanga o te mātauranga
- Kia tū hei rangatira
- Kia whai hononga ki ngā whānau, ngā hapū, ngā iwi
- Whakamana i te iwi o Te Kawerau-a-Maki
- Mahi tahi me ngā whānau, ngā kura, te hapori whānui o Kerehana (family, schools and community)
- Whakatō i ngā uaratanga o te manaakitanga, te noho haepapa, me te whakaarorangi (Respect/Responsibility/Engagement)
- Kia tū maia i roto i te ao Māori



“E kore au e ngaro, he kākano i ruia mai i Rangiaātea”

“I will never be lost, for I am a seed sown in Rangiaātea”

Enrolment procedures for Ngā Kakano ka puawai i Te Reo Maori.

Our enrolment processes have been reviewed alongside the Ministry of Education to provide the best opportunities for our tamariki to flourish in a bilingual pathway. Although they are outlined below the Principal has the final decision for all our tamariki moving forward.

Enrolment forms can be accessed through our front office, on our school website or through our contributing schools attending a transition day event, for those wishing to attend our kura.

When whānau express an interest and/or enroll their tamaiti in any of our bilingual units they will be invited to a hui, with their tamaiti in attendance also by the teacher of the unit. The hui may be initiated through a phone call, online hui or face to face depending on the circumstances to availability of the teacher. This hui will discuss the commitments of your whanau being a member of our bilingual classes - Ulimasao, Fakatoukatea or Nga Kakano Ka Puawai i Te Reo Maori.

The Commitments of our tamariki being part of Nga Kakano.

- We require a minimum attendance of 95% for our tamariki. If your child is away for any reason this must be communicated with the office by text, email or phone call.
- Whānau and students must attend all Student Led Conferences (Twice a year)
- Whānau and students must attend our Whānau hui. (Once a term, four times a year)
- Students must participate in their allocated classes culture group.
- Whānau and students must commit to our end of year trip fundraiser/fundraising
- Whānau must support their child's educational journey in Te Reo (homework/engaged in online learning)
- We encourage whānau to learn Te reo Māori/Te reo Samoa/Te reo Tonga to ensure the survival of our precious language, culture and tikanga.

The acceptance into our bilingual classes will be as follows:

- Inside the school zone and committed to the commitments and kaupapa of Te Whānau ō Kerehana.
- Part of our Te Kahui Ako O Kerehana Contributing Schools bilingual pathways.
- Level of Te reo competency
- Level of commitment to learn and use Te reo in the home
- Level of commitment to other kaupapa

If the classrooms are at capacity a waiting list will be established for entry. The priority for order of acceptance is as follows:

- First priority must be given to any applicant who is the sibling of a current student.
- Second priority must be given to any student who is the sibling of a former student.
- Third priority must be given to any applicant who is a child of a former student of the school
- Fourth priority must be given to any applicant who is either a child of an employee of the school or a child of a member of the board of the school
- Fifth priority will be given as the order of arrival after the above criteria is applied.

If the Whānau is unable to meet the commitments outlined in this policy, their tamaiti will not be accepted into our bilingual units but can still be accepted as part of the mainstream classes.

Ulimasao - Samoan bilingual

Vasega Ulimasao I le Aoga Tulagalua a Kelesone.

Learners of Gagana Samoa (Samoan language) develops knowledge and understanding of their 'Measina' (National Treasure) of which incorporates language and overall culture of a Samoan. Our Gagana Samoa ma le Aganu'u Fa'a-Samoa (Samoan language and Samoan culture), within Ulimasao Bilingual class is the integral part of learning within our Kelston community, New Zealand and Samoa. Their national identity is a treasure (Measina) that is supported by their aiga (family) and overall cultural identity within a multicultural society.

Our tamaiti (students) are able to gain an understanding of the functions, structures and conventions of Gagana Samoa ma le Aganu'u fa'a-Samoa (Samoan language and Samoan culture) in different contexts and situations; by responding personally to, and thinking critically about, a range of texts in Gagana Samoa.

Our learning community use their knowledge of Gagana Samoa ma le Aganu'u fa'a-Samoa to process information and communicate this through role-play, singing, dancing, and the Arts to acquire skills that may be extended to other curriculum areas. Students develop a sense of identity within their Samoan heritage.

The History of Ulimasao.

The first Samoan Bilingual class at Kelston Intermediate School was established in 2016 together with the Maori Bilingual class. Ulimasao means steer your fautasi or vaa cautiously and safely on our journey. Ulimasao values are faaalolo (respect), alofa (love) and tautua. (Service) Learners of gagana Samoa (Samoan language) will:

- Develop an understanding of gagana Samoa ma le aganu'u fa'a-Samoa (Samoan language and Samoan culture) within Ulimasao Bilingual class, KIS and New Zealand.
- Develop an understanding of the functions, structures and conventions of gagana Samoa ma le aganu'u fa'a-Samoa (Samoan language and Samoan culture) in different contexts and situations;
- Respond personally to, and think critically about, a range of texts in gagana Samoa;
- Use their knowledge of gagana Samoa ma le aganu'u fa'a-Samoa to process information and communicate through role-play, singing, dancing, art, weaving, etc;
- Acquire skills that may be extended to other curriculum areas;
- Develop a sense of identity within, or in relation to, the Samoan heritage.



**“A leai se Gagana, ua leai se Aganu’u, a leai se Aganu’u,
ona po ai lea o le nu’u”**

“If there is no language, there is no culture, and if there is no culture, there is no village”
(Dr. Aiono Fa’anaafi) – La ta Gagana Book.

Enrolment procedures for Ulimasao

Our fanau who wish to have their tamaititi enrolled into Ulimasao Bilingual Unit must go through this enrolment process.

To secure a placement in Ulimasao Bilingual Unit, parents are invited to enroll their fanau to our Samoan Bilingual Unit. There will be an opportunity for a fono/interview or a talanoa with teachers of this unit.



The Commitments of Ulimasao Bilingual Unit:

- Deliver bilingual instruction whereby 60% Samoan and 40% English curriculum delivery
- Promote cultural identity through the usage of the culture in their education
- All fanau should be in the Samoan Cultural Group as we promote culture and knowledge and understanding of their identity
- Teaching bilingualism and bi-literacy to students whereby, they are able to function in L1 and L2 effectively
- We promote and encourage all parents to attend Student Led Conferences and other meetings for the teaching and learning of our students
- Adhere to school values and protocols of Kerehana and Ulimasao.
- Fulfill the Taumata goals and achievements
- To become a bilingual learner.

The Enrolment form containing information and commitments of Ulimasao will be given to whānau who express interest and from the office or fill out an online application.

There will be a talanoa or a fonotaga with the faiaoga to discuss the importance and expectations required for the student. There will be questions during the talanoa to determine the commitment level of the fanau and any learning information essential to the faiaoga. There will be space for aiga or fanau as in the home or family setting.

The acceptance into Ulimasao will be as follows;

- Inside the school zone and committed to the commitments and kaupapa of Te Whānau ō Kerehana.
- Part of our Te Kahui Ako O Kerehana Contributing Schools bilingual pathways.
- Level of Te reo competency
- Level of commitment to learn and use Te reo in the home
- Level of commitment to other kaupapa

If the classrooms are at capacity a waiting list will be established for entry. The priority for order of acceptance is as follows:

- First priority must be given to any applicant who is the sibling of a current student.
- Second priority must be given to any student who is the sibling of a former student.
- Third priority must be given to any applicant who is a child of a former student of the school
- Fourth priority must be given to any applicant who is either a child of an employee of the school or a child of a member of the board of the school
- Fifth priority will be given as the order of arrival after the above criteria is applied.

Fakatoukatea - Tongan bilingual.



In Fakatoukatea, students will develop an understanding of the Tongan language and of anga fakatonga, They will progress in verbal and non-verbal communication skills in Tongan for a range of purposes, experience the text and visual symbols of the Tongan culture and discover ways to be creative and expressive in Tongan.

Our vision is to inspire our Tongan students to learn within a context where they will be able to embrace, share and implement their anga-fakatonga. Students will grow to be secure in their Tongan identity, language and culture.



The History of Fakatoukatea.

The Tongan Bilingual Unit was first established in 2019 with the name Fakatoukatea. The figurative translation of Fakatoukatea is to “be good or skilful in two opposite ways or direction” (Churchward, 1959).

Within the Tongan Bilingual Unit, ‘Fakatoukatea’ signifies the two main languages used, Lea faka Tonga and English. The image of a katea (outrigger canoe) signifies the balance between both cultures. The kafa (rope) used to hold the canoe together represents communication, if the communication is weak then the whole structure becomes weak.

Learners of anga fakatonga will:

- Develop an understanding of the Tongan language and of anga fakatonga
- Develop verbal and non-verbal communication skills in Tongan for a range of purposes
- Experience the text and visual symbols of the Tongan culture
- Discover ways to be creative and expressive in Tongan
- Uphold our Tu’unga ulunga’anga mahuinga – Values

The values practiced within Fakatoukatea are the values implemented at Kelston Intermediate, ‘Faka’apa’ - ‘Respect’, ‘Fatongia’ - Responsibility and ‘Ngaue Faka’ anga taha’ - Engagement, however, we also practice the core Tongan values that are performed within every Tongan home:

- Ofa - Love
- Faka’apa’apa- Mutual Respect
- Feveitokai’aki- sharing, cooperating and fulfilling of mutual obligations
- Lototoo- humility and generosity
- Tauhi Vaha’a - Loyalty and commitment

“Ala ‘i sia, ala ‘i kolonga”.

“Skilful at sia, skilful at kolonga”

Enrolment procedures for Fakatoukatea



Our families who wish to have their children enrolled into Fakatoukatea must go through this enrolment process. To secure a placement in Fakatoukatea Bilingual Unit, parents are invited to enrol their children and will have the opportunity to Talanoa with the faiaiko of this unit.

An Enrolment form and information pamphlet containing information and commitments of Fakatoukatea will be given to families who express interest. Enrolment forms can be found at the school office or completed through the school online application.

The Commitments of Fakatoukatea Bilingual Unit:

- Deliver bilingual instruction whereby 60% Tongan and 40% English curriculum delivery
- Promote cultural identity through the usage of the culture in their education
- All children should be in the Tongan Cultural Group as we promote culture and knowledge and understanding of their identity
- Teaching bilingualism and bi-literacy to students whereby, they are able to function in L1 and L2 effectively
- We promote and encourage all parents to attend Student Led Conferences and other meetings for the teaching and learning of our students
- Adhere to school values and protocols of Kerehana and Fakatoukatea.
- Fulfil the Taumata goals and achievements
- To become a bilingual learner.

There will be a talanoa or a fakataha with the faiaiko to discuss the importance and expectations required for the student. There will be questions during the talanoa to determine the commitment level of the child and any learning information essential to the faiaiko. There will be space for families to talk as in the home or family setting.

The acceptance into Fakatoukatea will be as follows;

- Inside the school zone and committed to the commitments and kaupapa of Te Whānau o Kerehana.
- Part of our Te Kahui Ako O Kerehana Contributing Schools bilingual pathways.
- Level of Te reo competency
- Level of commitment to learn and use Te reo in the home
- Level of commitment to other kaupapa

If the classrooms are at capacity a waiting list will be established for entry. The priority for order of acceptance is as follows:

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‘Papata pe, ka na’e lalanga’

The journey of life may be rough but it is still purposefully woven

We Are Kelston Taumata

Our Taumata is designed to:

- Empower our students to strive for excellence while celebrating their accomplishments and success within a cultural, social and academic journey.
- Empower our students so that they critically analyse their lives and transform their futures through Social Justice contexts relevant to their circumstances and situations
- Enhance social, cultural and academic excellence in every student, providing opportunities that allow for critical thinking, working collaboratively within a school and community contexts while developing positively empowered global citizens.

It is evidenced by the way we:

- Approach teaching and learning in a culturally sustainable environment where collaboration and support is positively reciprocated.
- Believe in all student's potential growth while embracing, promoting and celebrating holistic success.
- By the way that our taumata are integrated into all parts of the school, embracing leadership and service and celebrating individual and collective successes.

We administer our Taumata system ensuring:

- That students confidently set, evaluate and enrich their own personal growth academically, culturally and socially which are regularly celebrated as a school and whanau community.
- Everyone can consistently live by the school values by taking ownership of ourselves, for each other and our Kelston learning community to enhance and enrich the mana of Kelston.
- Staff and students work collaboratively to model respect, responsibility and engagement to create a positive KIS culture.
- Our Taumata and values are clearly displayed in all learning environments and are woven through all programmes delivered at Kelston Intermediate.

Taumata Tahī

Ahakoā 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- Whakaute

- 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 knows 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/noa, 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 Language 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/ Whakaute

- 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 and contributes to the creating and implementing of plans to achieve goals, works 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/ Whakaute

- Actively listens and gives positive affirmation to speakers and in discussion and takes initiative in enhancing 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 impact 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 contributes in groups, the class and school community to achieve goals that make a positive difference. (Social/ Cultural/ Academic)

