

Māori Profiles of the Gifted & Talented in Betts & Neihart [2010] Table

	<b>Meaning</b>	<b>Feelings &amp; Attitudes</b>	<b>Behaviours</b>	<b>Identification</b>	<b>Home Support</b>	<b>School Support</b>
<b>Manaakitanga</b>	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
<b>Whanaungatanga</b>	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
<b>Wairuatanga</b>	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

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<b>Kaitiakitanga</b>	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)
<b>Rangatiratanga</b>	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
<b>Matauranga</b>	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

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<b>Tikanga</b>	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.