



Te Huia: Protecting the well-being of the tamaiti ... Reflective questions to inform practice and planning

Domains

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| | | Hononga (Relational aspects) | | Hinengaro (Psychological aspects) | | Tinana: (Physical aspects) | | MAURI (Unique essence) | |
| Dimensions | Whānau <i>Interdependence and connectedness</i> | | Motivation: <i>Inspiration and drive</i> | | Demeanour: <i>Appearance and body language</i> | | Cultural identity: <i>Pride and security</i> | | |
| | Whenua <i>Kinship and belonging</i> | | Emotions: <i>Thoughts and feelings</i> | | Energy levels: <i>Alertness and zeal</i> | | Attitude and spirit: <i>Manner and disposition</i> | | |
| | Friendships <i>Cooperation and empathy</i> | | Cognition: <i>Learning and understanding</i> | | Physical safety: <i>Respect for self and others</i> | | Potential: <i>Courage and confidence</i> | | |

| Domain | Reflective questions |
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| Hononga: Relational aspects with, and within, the whānau, and with others <i>Consider how planning will be responsive to connectedness, to maximise social relationships</i> | <ul style="list-style-type: none"> <input type="checkbox"/> How strong are whānau relationships ... connectedness to whānau? <input type="checkbox"/> How strong are the student's connections to / relationships with others (whānau whanui, hapū, iwi...)? <input type="checkbox"/> How is the student's position in the whānau being acknowledged (ie: the eldest, youngest, only son....)? <input type="checkbox"/> How strong are the student's connections to / relationships with places (papa kainga, marae, whenua...)? <input type="checkbox"/> Whānau whanui...how might wider whānau contribute or feature? <input type="checkbox"/> How strong (positive) are the student's relationships with key others (peers, teachers...)? |
| Hinengaro: Psychological aspects thoughts and feelings, learning <i>Consider how planning will enhance motivation, thoughts and feelings so as to maximise confidence</i> | <ul style="list-style-type: none"> <input type="checkbox"/> What are the things that inspire and motivate the student? <input type="checkbox"/> How are the student's emotions displayed / expressed (verbally, non-verbally)? <input type="checkbox"/> How respectful is the student of others' thoughts and feelings? <input type="checkbox"/> Does the student understand what others are communicating to him / her? <input type="checkbox"/> What might be the barrier(s) to the student's engagement and participation in learning activities? <input type="checkbox"/> How might this be impacting on enjoyment of life, learning and achievement - and reaching potential? |
| Tinana: Physical aspects demeanour, physical health and wellbeing <i>Consider how planning will elevate energy, alertness and vigour so as to maximise health and wellbeing</i> | <ul style="list-style-type: none"> <input type="checkbox"/> How is the student's 'ahua' (demeanour, appearance) – how does the student 'look'? <input type="checkbox"/> What messages might the student be expressing by way of body language? <input type="checkbox"/> What are the student's energy levels like? <input type="checkbox"/> How alert does the student appear to be? <input type="checkbox"/> Are others respecting the student's personal space? <input type="checkbox"/> Is the student respecting others' personal space? |
| Mauri: Unique essence cultural identity, attitude, potential <i>Consider how planning will enhance self concept and identity so as to maximise uniqueness and potential</i> | <ul style="list-style-type: none"> <input type="checkbox"/> How is the student's cultural identity being supported and strengthened by others? <input type="checkbox"/> How is meaning derived from the student's name? <input type="checkbox"/> How might the student's self concept be impacting on emotions ie: responses to others, manner, outlook? <input type="checkbox"/> How might the student's motivation and mana be enhanced and uplifted? <input type="checkbox"/> What opportunities are being provided which enable the student to make positive choices? <input type="checkbox"/> How can the student be supported to build confidence and strengthen resilience? |