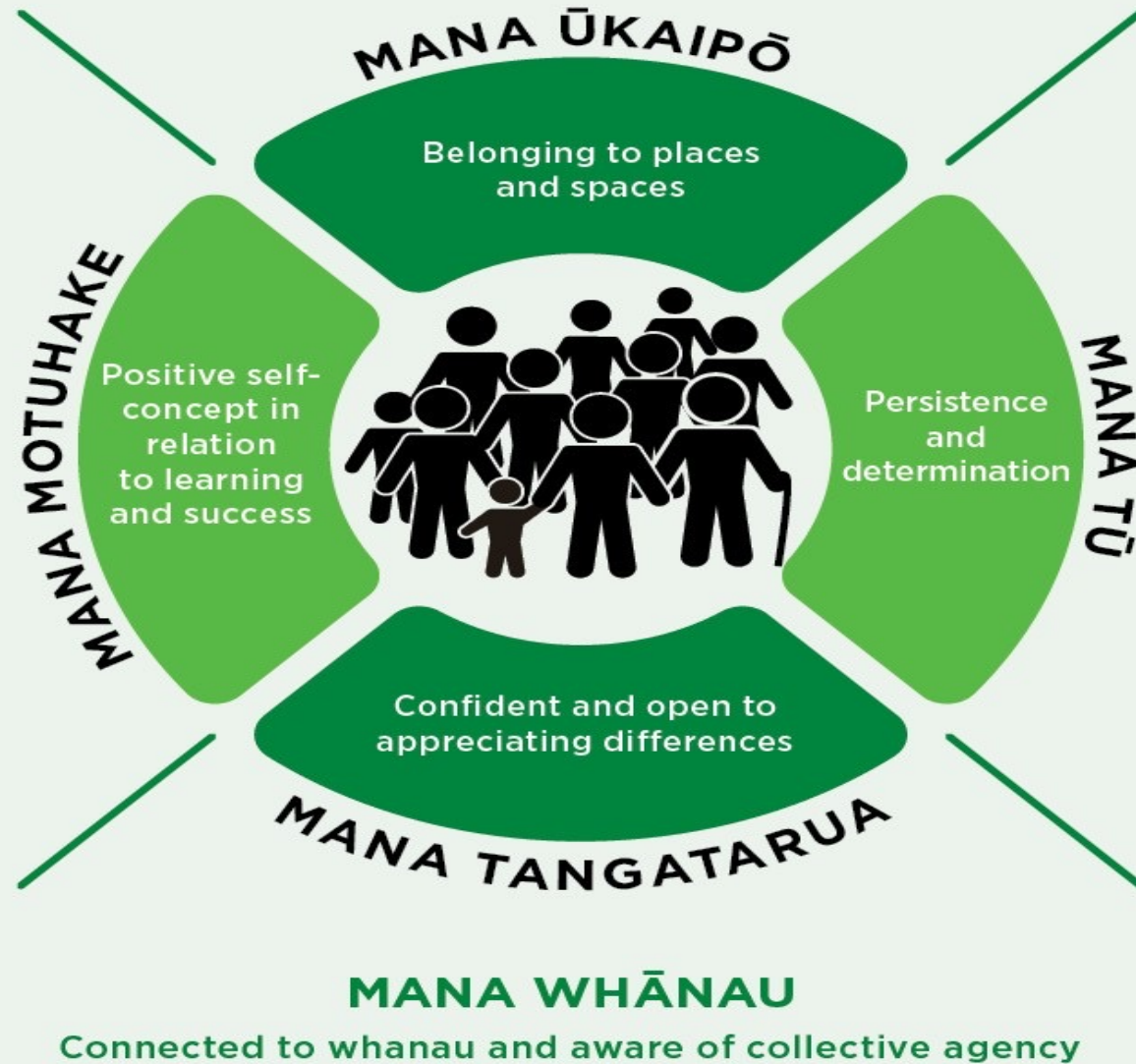


Contexts, content and conditions that enable gifted Māori to thrive

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MANA MODEL

The Mana Model suggests that gifted Indigenous student thinking and behaviour is motivated by the desire to achieve a sense of mana tangata - self-efficacy, purpose, pride, contribution and belonging



Mana Whānau: Connectedness to others and collective agency

Gifted students need to believe that they occupy a central and valued position in their family, including their school family, so they develop a positive sense of self esteem

Mana Whānau develops when gifted students know:

- that their family, peers, teachers and members of the wider school community care about them
- know what their gifts, academic strengths and interests are
- they can contribute meaningfully to the world around them
- that others recognise their innate mana tangata (unique gifts and talents)

Gifted students demonstrate Mana Whānau when they:

- have high expectations of themselves
- feel safe and connected to others
- have healthy relationships with their peers and teachers
- ask for help and feedback where appropriate
- believe that they make their family, school and others proud

Mana Ūkaipō: Belonging and relationship to place

Gifted students need to feel belonging and connection to their environment and to others in that environment.
Gifted students thrive when they know that their culture and history is important and valued.

Mana Ūkaipō develops when gifted students know:

- that they belong
- about where they live and go to school
- that their giftedness, cultural knowledge and history are important and valued
- feel connected to others.

Gifted students demonstrate Mana Ūkaipō when they:

- feel proud to go to their school
- understand how their actions affect others
- actively participate in school activities
- can talk about their whakapapa, history, culture and language
- can compare and contrast different points of view respectfully

Mana Motuhake: Embedded achievement and self-concept

Gifted students need to have a secure sense of cultural identity and positive role models that they can relate and aspire to

Mana Motuhake develops when gifted students know:

- who they are and where they come from
- they have positive role models that they aspire to be like.
- their language, culture and identity are an asset
- that many people from their cultural group have achieved success
- how to manage their time to get important work completed

Gifted students demonstrate Mana Motuhake when they:

- feel proud to be a member of their cultural group.
- communicate with clarity and confidence
- come to school regularly, on-time and ready to learn
- set goals and complete tasks to the best of their ability
- use creativity and imagination to problem-solve and innovate
- self-assess and make improvements

Mana Tū: Social-psychological competence

Gifted students need the skills to understand and deal with difference and adversity - such as courage, tenacity, self-discipline, humility, self-reflection, and kindness.

Mana Tū develops when gifted students know:

- they can learn and be successful
- what they are good at
- know what areas they need to work on
- they can achieve their goals with hard work, determination, and a “never give up” attitude.

Gifted students demonstrate Mana Tū when they:

- respect that everyone learns differently
- are a generous, kind and humble classmate.
- show gratitude when learning from others who think about the world differently to them.
- are self-disciplined and make good choices

Mana Tangatarua: A diverse knowledge base and skill set

Gifted students need the skills, knowledge and confidence to navigate two or more worlds with mental wellness, cultural competence, and an inclusive mindset.

Mana Tangatarua develops when gifted students know:

- they have something to teach others
- everyone else has something to offer and teach them

Gifted students demonstrate Mana Tangatarua when they:

- are interested in learning about other cultures and communities
- understand and reflect on Māori history, especially the history of their local area
- have some ideas about what they would like to do when they leave school
- try hard to pronounce peoples' names and place names properly
- are open to new ideas and doing things differently
- make decisions with moral courage and integrity
- are mindful of the values and needs of others