

A HOLISTIC AND BI-CULTURAL CHECKLIST

Your name & role (eg class teacher):

Child's name:

This questionnaire has been specially developed to reflect a bi-cultural and child-centred definition of giftedness appropriate for Aotearoa-New Zealand. A more detailed explanation of terms used is at the end of the questionnaire: if they are unfamiliar to you, please read first.

Please tick any quality, ability or behaviour which is strongly characteristic of this child

- Manaakitanga** – a generosity of spirit and selflessness in nurturing the wellbeing of others; welcoming, caring, nurturing actions.
- Whanaungatanga** – belonging, inclusion, a sense of reciprocity, being a role model and team player, connecting well with others, recognising that one person's success is the success of the group.
- Wairuatanga** – involves spirituality, being grounded, calm, a sensitive and reflective thinker, a heart of humility which is open and giving, may appear introspective, but can be incredibly insightful.
- Kaitiakitanga** – guardianship of knowledge, the environment, and resources, passionate about these matters, recognises human welfare and care for environment are inextricably linked, may be an excellent storyteller, knowledge of and pride in whakapapa, iwi, and related geography.
- Rangitiratanga** – has mana amongst peers, often achieved through humility and actions, rather than words, is a visionary and strategic thinker, opinions sought and valued, will stand up for beliefs and values, shows initiative, motivates others, sees beyond the obvious, often has mandate as group spokesperson.
- Matauranga** – intellectual ability, intrinsic motivation to learn, seeks new knowledge, thinks critically and creatively, learns quickly, shares knowledge wisely, ability in language skills, oral storytelling, pride in whakapapa, iwi, relevant geography; a thirst for learning at a deeper and more complex level of thinking.
- Tikanga** – Those who are gifted in tikanga show appropriate respectful behaviour, knowledge of protocols, customs and rituals that demonstrate values and beliefs, guide others in appropriate tikanga, can transfer and adapt tikanga to a variety of situations and events.
- Exceptional performance** in _____ not necessarily always consistently.
- Intellectual ability** – intrinsic motivation to learn, thinks critically, learns quickly, can transfer knowledge to new contexts, can analyse, problem find/problem solve, enjoys intellectual challenge.
- Strong curiosity** – a keen observer, persistent in questions, sustains interests, long attention span (if interested), demonstrates initiative.
- Creative thinker** – produces innovative solutions, thinks outside the box, work often highly imaginative, enjoys having choice and freedom to explore thoughts and ideas..
- Intensity** of feeling and response – passionate, sensitive to others, concerned with issues of justice, compassionate, willing to question authority.
- Humour** - Active and often witty sense of humour, sees irony in situations, appreciative of the absurd, often loves puns and other word play.

But also gifted learners who have not previously been identified or have had negative experiences at school or amongst peers may show characteristics such as these:

- A nuisance in class, over-active, a show-off, the class clown.
- A loner; does not fit in with other students.
- Uncooperative, resentful of authority.
- Anxious, seems excessively worried about her/his work, never a risk-taker.
- Work doesn't seem to try particularly hard, but occasionally produces flashes of brilliance that really surprise you.
- Written work is of average to poor quality, but orally is articulate, shows considerable imagination not expressed in written work.

Please list here the child's latest assessment details PLUS any area of specific ability or achievement

[a] Reading level..... [b] Maths level

[c] Other:.....

Explanation of terms

There is a major difference between Māori and Pakeha ways of recognising giftedness. The conventional European approach is to look for (a) manifested evidence of exceptional ability in some area, and/or (b) characteristic behaviours and responses research has shown to be associated with giftedness. Māori also recognise such evidence, but place first importance on the personal *qualities* demonstrated by the individual.

There is wisdom in this approach. Put simply, it acknowledges the fact that a person's qualities play a significant role in *how they demonstrate and use* the abilities they have – in whether they use their abilities for selfish or unselfish ends, in thoughtful and caring ways or without regard for the outcomes of their actions. Māori have an inherent expectation that abilities will be used to benefit others. This does not imply that Pakeha ignore such values, but they are not normally the priority in the identification process.

Manaakitanga – includes a generosity of spirit and selflessness in nurturing the wellbeing of others. Mana is an attribute given to people, not self appointed e.g. people imbue you with mana (respect) because of your welcoming, caring, nurturing actions. It includes having a sense of occasion, welcoming, offering hospitality.

Whanaungatanga – is about belonging, inclusion, a sense of reciprocity. We all take pride in the achievements of any member of our whanau, however we also share and carry the shame for the transgressions of any member of our whanau. Thus it involves valuing and supporting loyalty and inclusiveness, being a role model and team player, connecting well with others, recognising that one person's success is the success of the group.

Wairuatanga – is about the wai (waters) rua (two) that travel within us, creating balance. It involves spirituality, being grounded, calm, a sensitive and reflective thinker, a heart of humility which is open and giving, may appear absent-minded or introspective, but can be incredibly insightful on occasion (not necessarily the prescribed occasion). If you consider people in your life whom you turn to and enjoy being around, who are usually calm and balanced, they are often the ones who are in tune with their wairua: it is a great life skill.

Kaitiakitanga – guardianship of knowledge, the environment, and resources, having a very strong awareness of global issues and responsibilities, internally driven, passionate about these matters, recognises human welfare and care for environment are inextricably linked, may be an excellent storyteller, excellent memory, knowledge of and pride in whakapapa, iwi, and related geography. In addition, this role carries the responsibility of passing on these skills for future generations and for the welfare of the iwi or group. Knowledge is valued when it is shared and more can benefit.

Rangitiratanga – [Ranga (to weave) tira (a group of people)]. In Maori, the crucial element of leadership is to unite a group of people together towards a common cause. This is often achieved through humility and actions, rather than words. Again, it is the people who identify a Rangatira, through deeds as opposed to an appointed figurehead. This person has mana amongst peers, is a visionary and strategic thinker, opinions sought and valued, will stand up for beliefs and values, shows initiative, motivates others, sees beyond the obvious, often has mandate as group spokesperson.

Matauranga – intellectual ability, intrinsic motivation to learn, enquiring and seeks new knowledge, thinks critically and creatively, learns quickly, can transfer knowledge to new contexts, can analyse, problem find and problem solve, shares knowledge wisely and with discretion, ability in language skills, oral story-telling, pride in whakapapa, iwi, relevant geography. Involves a thirst for learning particularly at a deeper and more complex level of thinking. This is often evident during class, group or 1-1 discussions with students, rather than reliance on written work.

Tikanga – is about getting things right. Tika means to be correct, so adhering to tikanga is about showing the appropriate behaviours or protocols for varying occasions. The tikanga or kawa of a marae often has its roots in manaakitanga. Those who are gifted in this area often have an instinctive understanding of tikanga. They show appropriate respectful behaviour, knowledge of protocols, customs and rituals that demonstrate values and beliefs, demonstrates initiative and appropriate tikanga before, during and after events, guides others in appropriate tikanga, can transfer and adapt tikanga to a variety of situations and events.