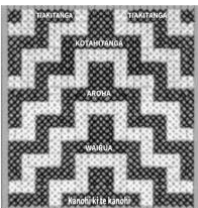
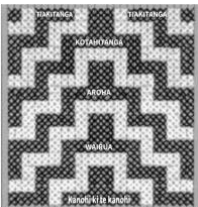
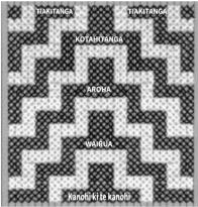
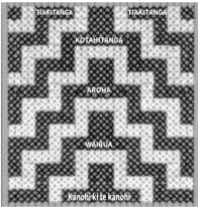
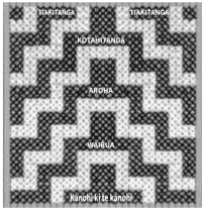


HELLISON'S MODEL OF PERSONAL & SOCIAL RESPONSIBILITY

WHANAUNGATANGA	DESCRIPTORS	Values/Attributes for ākonga	Key student language
 TIAKITANGA	Māori hold within a whanau a great connection to past generations, environmental preservation and care for the collective future generation Tiaki(tanga) – to guard, keep, protect/guardianship, protection → Guardianship → Mokopuna → Protection → Whāngai – to raise another child as your own, also means to nourish or feed	→ ākonga sees there are ways that they can positively impact the environments that they are a part of. → ākonga can take actions to protect the natural world. → ākonga is a respectful citizen in the virtual world by communicating and interacting with others appropriately. → ākonga seek opportunities to engage within my communities and learn from the experiences with physical activity. → ākonga is trying all these values in other areas of school and life → ākonga is displays a tuakana approach when working with younger ākonga → ākonga assists others in showing these values/attributes	- Giving back to the community. - it doesn't stop in our learning space. - takes action to positively impact.
 KOTAHITANGA	Unity → whanau working together	ākonga is able to display → being a proactive learner who seeks support from others and assists in fostering learning situations by leading. → knows when to lead, when to follow and when and how to act independently. → actively contribute to others experiences by listening to understand, respect and recognise their viewpoints and perspectives → Leadership → Inclusion is valuing diversity. → includes others and accept and include people for who they are.	- leadership - Inclusion and helping others .

		→ I can identify when someone is being excluded and take action to include them → I look for ways to support and make people feel valued and accepted. → Shows good interpersonal skills (is sensitive towards others, shows care and compassion) → Listens and responds without being judgemental → Helps others when they want help or need it → Recognises the needs and feelings of others. → Shows inner strength (the ability to resist peer pressure and step up as a leader → Makes sure all players in the group have equal opportunity to be involved → Can influence others to be more kind and compassionate. → I recognise situations where support is needed and stand up for others in school and the wider community.	
 AROHA	Aroha in a whanau is one of unconditional generosity → Giving for long-term or future benefit and taking care of others. → Relationships → The importance of caring for another person, doing the right thing for them, and ensuring their well-being. → Aroha requires empathy and caring. → Manaaki(tanga) – respect/the process of respecting someone’s mana by support, care, generosity, hospitality → unconditional → mutual	ākonga is able to display → kindness and compassion. → Understand that people have different lives. → Understand that others may have feelings that differ from mine. → s consciously kind and caring. → can respect the values, differences and feelings of others. → Can be kind in challenging situations. → On-Task independence (you can do it without the teacher standing over you). → Fully involved and active (but not dominating)	- Getting people involved in the learning - Supporting and encouraging others - Showing respect, kindness and empathy

	→ reciprocal → affection → sympathy → charity → compassion → love → empathy → Atawhai - to show kindness to, raise, or adopt temporarily		
 WAIRUA	Wairua – capacity for spirituality, soul, the spirit of a person which exists beyond death → Self confidence → Understanding your place in the whanau → Whakaiti → Mana	<i>ākonga is able to display</i> → self motivation → Try their best and never give up. → Try new things and persist when the going gets tough → Redefine success (it may be achieving a goal, it maybe winning a competition) → Can take part as directed and improve efforts to contribute independently. → Participates actively → Tuakana/Teina → understanding that their contribution matters e.g what we bring to the learning matters → understands ako always	 - <i>On task, engaged in theory and practical</i> - <i>contributing to the class (discussion, set up).</i> - <i>contributing without the teacher asking you to.</i>
	<i>Face to face</i> → <i>You turn up</i> → <i>You participate</i> → <i>you find a role</i>	<i>ākonga is able to display</i> → Show self-control and respect of whanau → Include everyone's in the mahi → Participates → Gets involved → Not disrupting the work and play of others.	- <i>Turn up to the lesson ready to learn</i> - <i>Participating</i> - <i>If you can not participate you are still apart of the learning</i>



Kanohi ki te kanohi