

## NEEDS ~ COMPETENCIES ~ VALUES

- Early Childhood - Compulsory Schooling (Prim & Sec) - Tertiary Education

<b>Glaser</b> <i>Choice Theory</i> Borba/Frankl <i>The Five Gifts</i>	<b>Te Whariki</b>	<b>Pelorus</b> <b>Transition</b> <b>Bridges</b>	<b>Havelock Values</b> <b>Havelock's Three 'Rs'</b> <b>NZ/MoE Values</b>	<b>Key</b> <b>Competencies</b>	<b>School Leavers...</b>	<b>Tertiary Key</b> <b>Competencies</b>
fun & learning mission	Exploration - Mana aotūroa	Being a Learner - Whakaaro	Learning for life... Akoranga making meaning, throughout life, habits of mind, higher order thinking, creativity & adaptability	Thinking	can understand and critique the nature of the world around him/her and make informed decisions	Thinking
power, importance & success competence	Communication - Mana reo	Being a Communicator - Mana reo	Responsibility Kawenga duty, obedience, loyalty/allegiance, honour	Using languages, symbols and texts	is able to engage in learning throughout life	Using tools interactively
safety security	Well-being - Mana atua	Being Well - Kaha	<b>Honesty Pononga</b> truthfulness, trustworthiness, integrity, reliability, humility  <b>Courage Toa</b> best effort/quality, self-discipline, enterprising, preparation, organisation, independence, positivity, perseverance	Managing Self	takes responsibility for self; motivated, reliable and confident	Acting autonomously
freedom to choose self-hood	Contribution - Mana tangata	Taking Responsibility - Haepapa	<b>Caring Manaakitia</b> for others & self... fairness, kindness, politeness/tact, understanding, helpfulness, co-operation, compassion, concern, reasonableness, rights, property, respect, courtesy	Relating to Others	can participate effectively in and contribute to a range of life contexts	Operating in social groups
love & belonging affiliation	Belonging - Mana whenua	Being Perseverant - Pūkeke	<b>Community Iwi Whānui ~ Taurira</b> engagement, respect for difference/diversity, exemplary role-model, leadership	Participating & Contributing	has a positive sense of identity	