

# Capital City Kāhui Āko

Hauora - Manaakitanga

# Purpose of this workshop

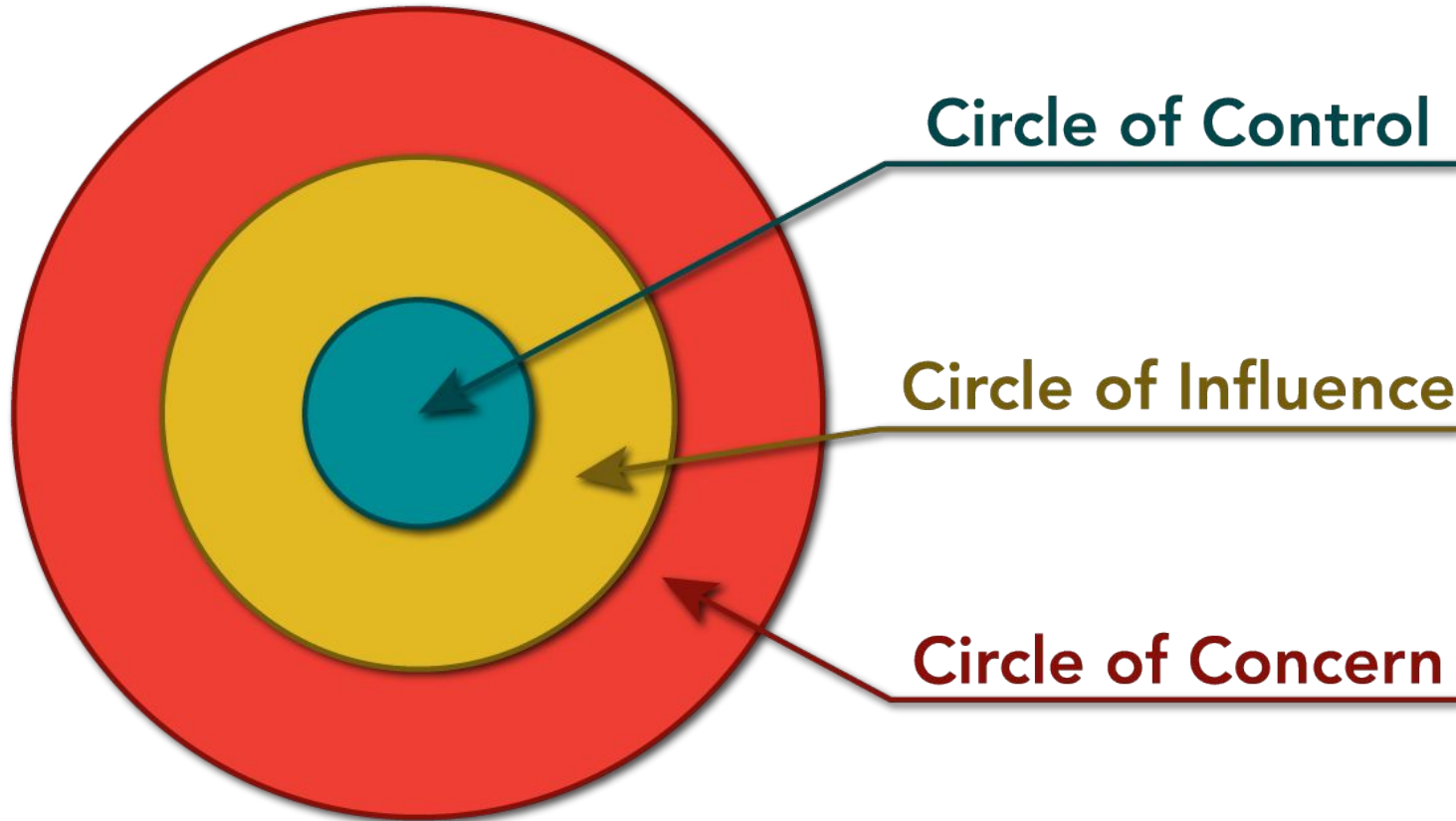
- Understand the impact of the way teachers communicate with students
- Learn how to communicate in mana-enhancing ways
- Consider how to promote mana-enhancing behaviors in schools

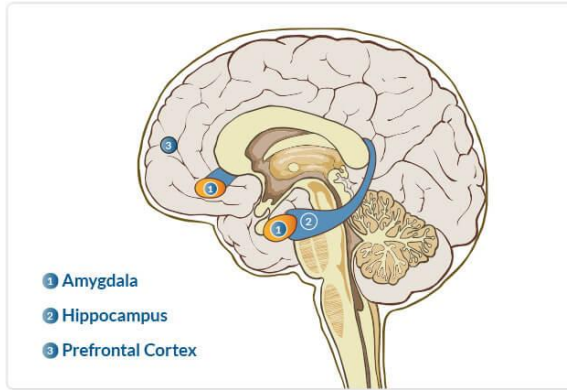
# What we are trying to achieve

Capital City Kāhui Akō want to develop actions and behaviours that support positive, inclusive, equitable classrooms that support student relationships

- **Inclusive behaviours affect student wellbeing, and belonging**
- The principle of **manaakitanga** is lived within our community and experiential for all akonga
- Students are empowered by their ability to uphold their **mana** while solving social challenges constructively
- These actions strengthen the **kaupapa** established by the community

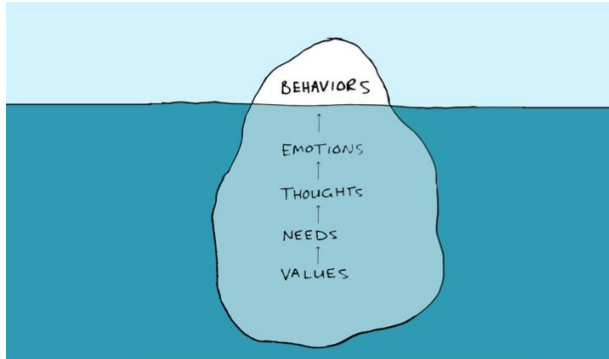
# Review of session one





Jim Loehr and Tony Schwartz 2001

Adapted from D.L. Nathanson, Shame and Pride, 1992

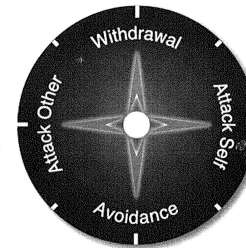


**Withdrawal:**

- isolating oneself
- running and hiding

**Attack Other:**

- "turning the tables"
- blaming the victim
- lashing out verbally or physically



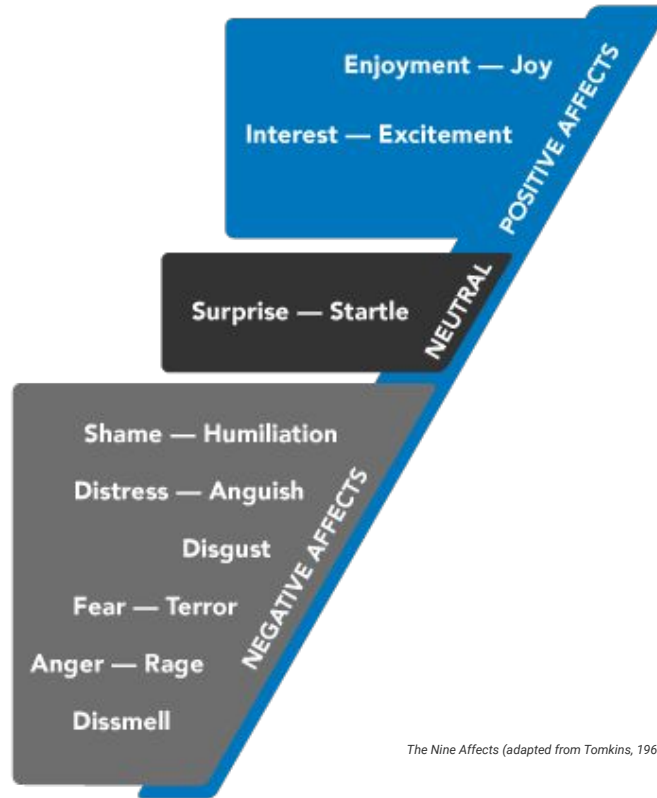
**Attack Self:**

- self put-down
- masochism

**Avoidance:**

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

# The Nine Affects



*The Nine Affects (adapted from Tomkins, 1962, 1963, 1991)*

**How is manaakitanga lived  
within our schools?**

It is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together

(Nathanson, 1998)



## Mana

2. **(noun)** prestige, authority, control, power, influence, status, spiritual power, charisma - *mana* is a supernatural force in a person, place or object. *Mana* goes hand in hand with *tapu*, one affecting the other.

## Aki

1. **(verb)** (-hia,-na,-ngia) to encourage, urge on, challenge, induce, incite, exhort.

## Tanga

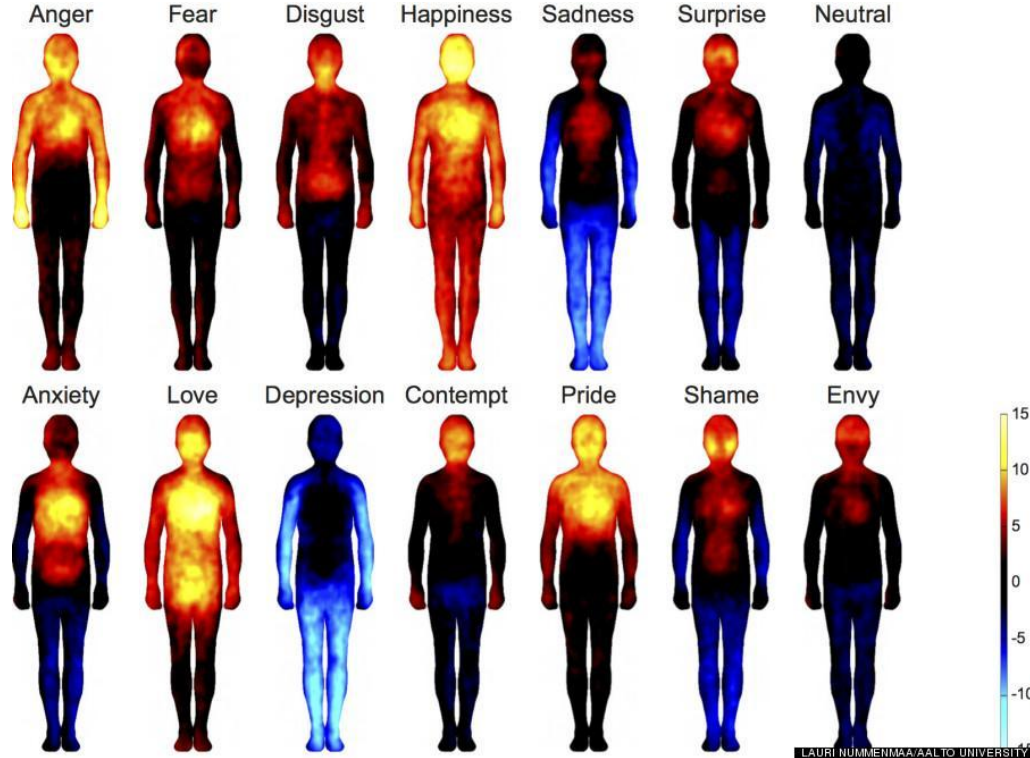
1. A suffix used to make verbs into nouns. These nouns usually mean the place or the time of the verb's action.

What does manaakitanga look like  
and sound like **for you** in your kura?

(concrete examples of how you experience it)

# What do these actions feel like?

## What is the physiological outcome of manaakitanga?



# Te Whare Tapa Wha as a framework for building mana?



**What actions don't enhance mana?**

7% Content

38% Tone

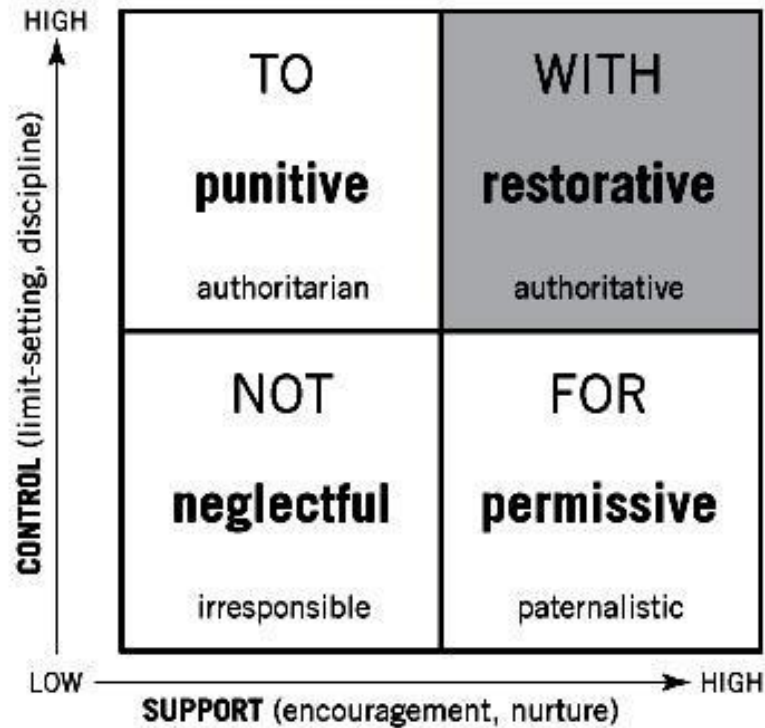
55% Body language

-Albert Merhabian 1971

# THE 12 ROADBLOCKS to relationships (mana damaging)

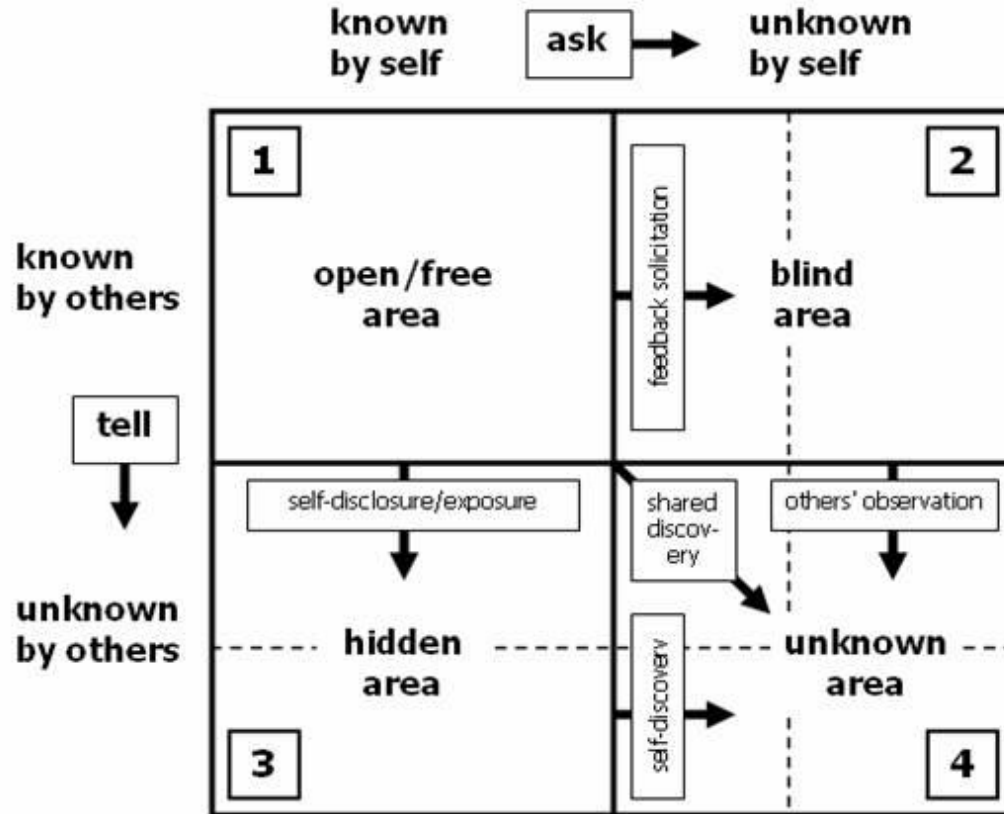
1. Ordering
2. Warning
3. Moralizing
4. Advising
5. Using Logic
6. Criticizing
7. Praising
8. Labeling
9. Analyzing
10. Reassuring
11. Questioning
12. Avoiding

# Social Discipline Window - The Restorative Matrix





# Johari's window



## Scanning - observations

What's going on in my school, relationally?

**Focus in** - What do I need to find out? What I am observing (concrete observations)-expose the blind/hidden

**Hunch** - I think the reason is... (but don't be too hasty :-)) - get the information first - focus

**Learning** - how can you get this information if it is

**blind** to you, or hidden to others?

What can I do about it?

**Take action** - if it is something you need to acknowledge Blind or share (Hidden)

**How can teachers build mana  
enhancing relationships whilst doing  
the work that can feel content driven?**

# Listening for 'Understanding'

## Mis**U**nderstanding

- when two people believe they are on the same page, when in fact they're not

## Conflict of **N**eeds

- when someone relies on another person who doesn't share the same priorities

## Conflict of **V**alues

- the fight to have someone believe what we think they should believe

# Developing Feedback

**Status**

**Certainty**

**Autonomy**

**Relatedness**

**Fairness**

-David Rock

# Questions about Feedback using the SCARF model

- How do schools elevate the **status** of students when ‘developing’ feedback?
- What **certainty** do teachers have that they’re providing mana-enhancing feedback?
- Do your students feel like they have **autonomy** over decisions post-feedback?
- How do students know teachers value **relatedness** alongside feedback?
- Do students experience **fairness** in how feedback is delivered?

# Reflection and actions

What has resonated with you?

How does this reflect on your practice / role?

What do you want to focus on?

What support do you need?

Who can you take with you?

How will you be checking for impact?