

Code of Ethics

For Psychologists Working in Aotearoa/New Zealand



The New Zealand
Psychological Society

Te Rōpū Mātai Hinengaro o Aotearoa



New Zealand
PSYCHOLOGISTS BOARD

Te Poari Kaimātai Hinengaro
o Aotearoa



NZCCP

The New Zealand College
of Clinical Psychologists

Te Whare Wānanga o te Mātauranga Hinengaro



Prepared by the Code of Ethics Review Group, a joint working party
of the New Zealand Psychological Society, the New Zealand College
of Clinical Psychologists and the New Zealand Psychologists Board

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The New Zealand Psychological Society
PO Box 4092,
Wellington 6140
New Zealand
Ph: +64 4 473 4884
Email: office@psychology.org.nz
Website: www.psychology.org.nz

New Zealand College of Clinical Psychologists
PO Box 24088
Wellington 6142
New Zealand
Ph: +64 4 801 6088
Email: office@nzccp.co.nz
www.nzccp.co.nz

New Zealand Psychologists Board
PO Box 10-626
Wellington 6143
New Zealand
Ph: +64 4 471 4580
Email: info@nzpb.org.nz
www.psychologistsboard.org.nz

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Code of Ethics

For Psychologists Working in Aotearoa/New Zealand

PREAMBLE

Declaration

In giving effect to the Principles and Values of this Code of Ethics there shall be due regard for New Zealand's cultural diversity and in particular for the provisions of, and the spirit and intent of, the Treaty of Waitangi.

PURPOSES OF THE CODE

The Code presents *Principles and Values* to which psychologists should aspire and identifies the implications of these *Principles and Values* for practice through the inclusion of *Practice Implications* and associated *Comments*.

There are two versions of the Code: the full Code of Ethics, and a summary that includes the Principles and Value Statements only for quick referencing.

The purposes of the Code are:

1. To unify the practices of the profession.
2. To guide psychologists in ethical decision-making.
3. To present a set of guidelines that might be available to the public in order to inform them of the professional ethics of the profession (*for this purpose the summary version of the Code should be used*).

Psychologists should consider the Code when making decisions regarding professional and research practice. Psychologists should also consider any workplace codes of conduct or codes of practice, and relevant legislation. If the Code of Ethics establishes a higher standard of conduct than is required in legislation or other codes, we suggest that psychologists should adopt the higher ethical standard in reaching their decision.

The Code applies to all members of the New Zealand Psychological Society, the New Zealand College of Clinical Psychologists and all other Registered Psychologists, in respect of all their

professional and research activity. It includes the clinical and counselling practice of psychology, educational psychology practice, research, teaching, supervision of trainees, development and use of assessment instruments, organisational consulting, social intervention, administration, and other workplace activities.

It is recommended that psychologists should bring the Code to the attention of those they teach, supervise and/or employ. Psychologists are advised to have explicit understandings of their responsibility for the work or behaviour of those they teach, supervise, and/or employ. Such understandings would normally be expressed in writing in such documents as supervision agreements or employment contracts.

STRUCTURE OF THE CODE

The Code of Ethics identifies four ethical principles:

1. Respect for the dignity of persons and peoples.
2. Responsible caring.
3. Integrity of relationships.
4. Social justice and responsibility to society.

Subsumed under each *Principle* are a number of *Values* that stem from it and these *Values* are in turn linked to *Practice Implications* – statements of the appropriate professional behaviours of psychologists in relation to that *Value*. Associated with many of the *Practice Implications* are comments – drawing attention to important issues of practice. *The Practice Implications* included are to be considered as guides to practice and should not be understood to exhaust the implications of the associated value for practice.

In applying the Code in practice it is likely that many ethical decisions will be resolved by reference to more than one section of the Code. In rare circumstances it may appear that there is a conflict between the guidelines in these different sections, or a conflict between the Code and other workplace codes of practice. In all circumstances psychologists should proceed as follows:

1. Identify the issues and practices that are ethically relevant.

2. Develop alternative courses of action, preferably in consultation with a professional colleague or supervisor.
3. For each identified course of action analyse the likely short-term, ongoing, and long-term risks and benefits for the individual(s) and/or group(s) involved or likely to be affected.
4. Conscientiously apply the principles, values and practice implications to each course of action in the light of the identified risks and benefits and decide which offers the best balance between these.
5. Take the chosen course of action, accepting responsibility for the consequences of the chosen course of action.
6. Evaluate the consequences of the action, correcting negative outcomes if possible and, if the issue(s) originally identified are not resolved, re-engage in the decision making process.

Principle 1

Respect for the Dignity of Persons and Peoples

The principle of respect for the dignity of persons and peoples requires that each person and all peoples are positively valued in their own right, and are shown respect and granted dignity as part of their common humanity. Respect requires sensitivity to cultural and social diversity and recognition that there are differences among persons associated with their culture, nationality, ethnicity, colour, race, religion, gender, marital status, sexual orientation, physical or mental abilities, age, socio-economic status, and/or any other personal characteristic, condition, or status. Such differences are an integral part of the person. In New Zealand, the basis for respect between the indigenous people (*tangata whenua* – *those who are Māori*) and others (*those who are not Māori*) is set out in the Treaty of Waitangi.

1.1. General Respect:

Value Statement:

Psychologists respect the dignity of persons and peoples with whom they relate in their work and are sensitive to their welfare, and rights.

Practice Implications:

1.1.1. In their professional relationships psychologists are respectful of those with whom they interact.

1.1.2. Psychologists recognise the basic rights of individuals to food, clothing, shelter and freedom from intentionally inflicted pain.

Comment: In any circumstances where such basic rights may be compromised, as part of a psychological practice, psychologists should consult with senior colleagues before proceeding. Ultimately, they must be able to justify the decision made.

1.1.3. Psychologists seek to obtain as full and active participation as possible from all persons in decisions that affect them.

Comment: This applies to research participants, clients, students, supervisees, employees, colleagues, employers, third party payers, and the general public, as appropriate.

1.1.4. Psychologists use language that conveys respect for the dignity of others in all written or verbal communication.

Comment: This includes avoidance of demeaning descriptions or comments.

1.1.5. Psychologists do not condone or engage in any form of harassment or exploitation.

1.2. Non-Discrimination:

Value Statement:

Psychologists recognise that all persons and peoples are entitled to equal benefits from the contributions of psychology.

Practice Implications:

1.2.1. Psychologists seek to prevent or correct practices that are unjustly discriminatory.

1.2.2. Psychologists recognise that the decision to exclude persons from their services or activities, to fail to provide interventions that might reasonably be expected, or to otherwise minimise the services provided, are serious decisions and must not be made on capricious or unjustly discriminatory grounds.

Comment: It is recognised that psychologists cannot always provide a service for reasons of resources and/or expertise. In these circumstances, where the psychologist would usually provide such a service as the one requested, it is best practice to assist the person to find an alternative.

1.2.3. Psychologists seek to avoid, or refuse to participate in, practises that are disrespectful of the cultural, legal, civil, or moral rights of others and/or practises with any form of discrimination.

1.3. Relations Between Māori and Non-Māori:

Value Statement:

Psychologists practising in New Zealand recognise that the Treaty of Waitangi sets out the basis of respect between Māori and non-Māori in this country.

1.3. Relations Between Māori and Non-Māori Continued:

Practice Implications:

1.3.1. Psychologists, individually and collectively, seek to be informed about the meaning and implications of the Treaty of Waitangi for their work. This includes an understanding of the principles of protection, participation and partnership with Māori.

Comment: Te Tiriti o Waitangi is given priority as the text that was offered to and signed by the majority of the Māori signatories.

1.3.2. Both non-Māori and Māori psychologists who work with Māori seek advice and undertake training in the appropriate way to show respect for the dignity and needs of Māori in their practice.

1.4. Sensitivity to Diversity:

Value Statement:

Psychologists respect diversity, and recognise that a person lives and develops within their social, cultural and community groups.

Practice Implications:

1.4.1. Psychologists seek to be responsive to cultural and social diversity and, as a consequence, obtain training, experience and advice to ensure competent and culturally safe service or research.

Comment: 'Advice' includes guidance from a cultural adviser appropriate to the context. Competent service may require provision of an interpreter where there are language barriers.

1.4.2. Psychologists recognise that people with whom they work have cultural and social needs, and take reasonable steps to help them meet these needs.

Comment: Provided this does not contravene the ethical principles of the Code.

1.5. Children/Young Persons:

Value Statement:

Psychologists recognise a responsibility to promote the welfare and best interests of children/young persons.

Practice Implications:

1.5.1. In any work where children/young persons are involved, psychologists recognise that the interests and welfare of children/young persons are paramount, and therefore given precedence over other considerations.

Comment: Such an implication is spelled out in relevant legislation.

1.5.2. Psychologists advocate for a child/young person who is directly their client, or part of a client group, in situations where that child's/young person's welfare and best interests are threatened.

Comment: Psychologists should discriminate between the needs and the wishes of children/young persons: wishes should be heard, understood and taken into account, within the context of their needs, general welfare, and wider social environment.

1.6. Privacy and Confidentiality:

Value Statement:

Psychologists recognise and promote persons' and peoples' rights to privacy. They also recognise that there is a duty to disclose to appropriate people real threats to the safety of individuals and the public.

Practice Implications:

1.6.1. Psychologists make themselves aware of relevant Acts and Standards and follow procedures that provide for informed consent, confidentiality, fair treatment and due process as laid out in those Acts and Standards.

1.6. Privacy and Confidentiality Continued:

1.6.2. Psychologists explain clearly the measures they will take to protect confidentiality when engaged in services to, or research with, individuals, families, groups, or organisations. Furthermore, psychologists convey to family, hapū/iwi organisations, and community members the responsibilities on them for the protection of each other's confidentiality.

Comment: Psychologists should take care to protect confidentiality of participants in groups with which they work by emphasising participants' obligation to one another (e.g., in group therapy or research focus groups).

1.6.3. Psychologists discuss with persons and organisations with whom they establish a research or professional relationship (a) the limits of confidentiality as defined in 1.6.10 and (b) the foreseeable uses of the information generated through their services/activities.

1.6.4. Psychologists seek to collect only that information which is germane to the purpose(s) for which informed consent has been obtained.

1.6.5. Psychologists record only that information necessary for the provision of continuous, coordinated service to a client, or for validating or identifying conclusions in a report, or for the goals of the particular research study being conducted, or which is required by law.

1.6.6. Psychologists store, handle, transfer and dispose of all records, both written and unwritten (e.g., *computer files, video tapes*), in a way that attends to needs for privacy and security.

1.6.7. Psychologists retain information as defined in current legislation or ethical guidelines (*for research data*).

Comment:

- (a) Information includes paper records and computer records.
- (b) Records should be accessible and legible.
- (c) Adequate plans should be made for access to and disposal of records for circumstances of one's serious illness or death.

1.6.8. Psychologists take all reasonable steps to ensure that information over which they have control remain retrievable as long as is necessary to serve the interests of those to whom they refer and/or the purpose for which they are collected, or as required by law.

1.6.9. Psychologists do not disclose personal information obtained from an individual, family, whānau or community group or colleague without the informed consent of those who provided the information, except in circumstances provided for in 1.6.10.

Comment: Information to be protected includes any information gained second hand (e.g., from a colleague about their client or student) in activities as a psychologist, and where it could be anticipated that the information would be regarded by the person/s it concerns to be confidential.

1.6.10: Psychologists recognise that there are certain exceptions and/or limitations to non-disclosure of personal information, and particular circumstances where there is a duty to disclose. These are:

(a) Diminished capacity: Where a person is judged incapable of giving consent to disclosure themselves.

Comment: In such circumstances consent to disclose is sought from those who are legally authorised to represent their interests (*e.g., parents of children/young persons, legal guardians of mentally incapacitated persons*).

(b) Children/young persons: The level of a child's/young person's emotional maturity and cognitive skills should determine the weight given to their requests and consent to disclose personal information.

Comment: Psychologists should recognise that significant health, safety, and/or relationship issues may override confidentiality and the wishes of the child/young person. In the situation that a psychologist intends to convey information to a third party, the child/young person should be informed if possible, and the matter should be discussed to a level that is age appropriate. Account should be taken of the child's/young person's limited capacity for individual responsibility, and the special status of children/young persons in relation to their guardians.

(c) Urgent need: Where a situation arises when it is impossible or impracticable to seek consent to disclosure in time to prevent harm or injury to the person, persons, family, whānau, or community group.

1.6. Privacy and Confidentiality Continued:

Comment: In these circumstances psychologists should report to the person, persons, or the person authorised to represent his/her interests, as soon as practicable, any information disclosed to a third party.

(d) Legal requirements: Where a psychologist is compelled by law to disclose information given by a client or research participant.

Comment: For example, mandated assessments and treatments, court order to disclose information from files or other records. In such circumstances psychologists inform the person or persons in advance, where possible, of such limitations to confidentiality that may exist.

(e) Client or public safety: Where a psychologist believes that non-disclosure may endanger a client, research participant or another person but is denied permission to disclose, the psychologist exercises professional judgement in deciding whether to breach confidentiality or not.

Comment: Psychologists should consult with senior colleagues before making their decision. Ultimately, they must be able to justify the decision made.

1.6.11. Psychologists, in disclosing information as allowed for in 1.6.10, provide only that information which, in their opinion, is accurate and relevant to the situation.

Comment: Psychologists should ensure that any limitations of the information provided are made clear to the recipient.

1.6.12. Psychologists ensure that where client and/or research information about individuals or groups is used in publications, teaching or public presentations, the identity of the clients or research participants concerned is protected.

Comment: Unless informed consent has been obtained for identification and presentation.

1.7. Informed Consent:

Value Statement:

Psychologists recognise that obtaining informed consent from those with whom they are working is a fundamental expression of respect for the dignity of persons and peoples.

Practice Implications:

1.7.1. Psychologists accept the obligation to obtain or negotiate informed consent in a manner consistent with the principles of this Code.

Comment: Some individuals or groups have less power than others, permanently or temporarily, placing them in a vulnerable position and increasing the responsibility of psychologists to protect and promote their rights. In exercising this responsibility psychologists seek to collaborate with the persons involved in devising and implementing appropriate safeguards.

1.7.2. Psychologists obtain explicit informed consent for any psychological services provided or for participation in research.

1.7.3. When working with a person or persons who are unable to give explicit consent for reasons of diminished capacity, age and/or intellectual and/or emotional immaturity, psychologists must gain the consent of the person's guardian(s). They should also seek informed consent to the extent feasible from the person with limited ability to consent, and taking into account the facts of their particular case.

Comment: It is the responsibility of the psychologist to obtain consent from an appropriate person/agency. A lawful basis for consent is required.

1.7.4. Psychologists ensure that informed consent is the result of an agreement to work collaboratively and they take all reasonable steps to ensure that consent is not given under conditions of coercion or undue pressure from them.

Comment: It is recognised that in certain work settings, psychologists are required to conduct assessments where consent may not be readily forthcoming (*e.g., child protection work, forensic work*).

1.7.5. When working with a person or persons from whom explicit informed consent cannot be obtained, psychologists proceed in accord with current statutory provisions.

1.7.6. In obtaining informed consent, psychologists provide as much information as a reasonable or prudent person, family, whānau, or community would want to know before making a decision or consenting to an activity.

Comment: This includes warning of any potential risks or consequences.

1.7. Informed Consent Continued:

1.7.7. In obtaining informed consent, psychologists relay information in language that is easily understood, and give sufficient time for the recipients to respond to the information. Psychologists take whatever reasonable steps are necessary to ensure that the information was, in fact, understood.

Comment: Including providing translation into another language, if necessary.

1.7.8. In seeking informed consent for participation in research, psychologists ensure that the procedures and information provided meet the standards of a relevant human subjects ethics committee.

1.7.9. Psychologists accept that there may be some exceptions and/or limitations to a person or persons giving explicit informed consent. The major exceptions/limitations are:

(a) Diminished capacity: Where a person is judged incapable of giving explicit informed consent themselves.

Comment: In such circumstances informed consent procedures are carried out with those who are legally authorised to represent their interests (*e.g., parents of children, legal guardians of mentally incapacitated persons*).

(b) Urgent need: Where a situation arises when it is impossible or impracticable to obtain informed consent in time to prevent harm or injury to the person, persons, family, whānau, community group or some other person.

(c) Legal requirement: Where a psychologist's actions are mandated by law.

Comment: As in some treatments or assessments contracted by the Courts (*e.g., those carried out under criminal, mental health or family law*). Psychologists inform the client of these limits at the commencement of their work (see 1.6.4).

Principle 2

Responsible Caring

The practice of psychology promotes well-being. In pursuing this goal, psychologists demonstrate an active concern for the welfare of those with whom they work and acknowledge the social and institutional power that structures their role as psychologists. Psychologists have a primary responsibility to protect the welfare of those with whom they work. They recognise that individuals, families, groups, hapū/iwi, or communities, may be in a vulnerable position. In New Zealand, the Treaty of Waitangi provides a framework for responsible caring between the two peoples, tangata whenua (those who are Māori) and those who are not Māori.

2.1. Promotion of Well-being:

Value Statement:

Psychologists recognise that a basic ethical expectation of our discipline is that its activities will benefit members of society or, at the very least, do no harm.

Practice Implications:

2.1.1. Psychologists assess the potential harm and benefits involved in their actions, to predict the likelihood of their occurrence and proceed only if the potential benefits outweigh the potential harms. They endeavour to correct any harmful effects that have occurred because of their activities.

Comment: This requires an understanding of cultural needs and acknowledgement that such information is part of all aspects of psychologists' work.

2.1.2. Psychologists use the most respectful and effective interventions or strategies for those with whom they are working.

2.1.3. Psychologists who conduct psychological assessments select appropriate procedures and instruments and are able to justify their use and interpretation.

Comment: This involves, but is not limited to, selection of procedures and instruments with established scientific status, currency and cultural appropriateness and which the psychologist is trained to administer. Any reservations concerning the validity or reliability of an assessment procedure, arising from its administration, norms, or domain-reference, should be made explicit in any report.

2.1. Promotion of Well-being Continued:

2.1.4. In reporting assessment findings and recommendations to clients, research participants and/or professionals, psychologists provide appropriate explanations of findings, interpretations and limitations. They endeavour to see these are not misused.

Comment:

(a) Uninterpreted data from assessments is not normally released to persons who are not specifically trained in the use and interpretation of the instruments concerned.

(b) In respect of children/young persons especially, it should be recognised that they have the capacity for considerable change through their development. Labels about their current level of skills or emotional maturity can stereotype them and impede their future capacity to mature. Caution should be exercised in using diagnostic labels

2.1.5. Psychologists do not delegate activities to persons not competent to carry them out.

2.1.6. When a client's needs lie outside of a psychologist's expertise, the psychologist refers the client to other appropriate services.

Comment: If referring a client to a colleague or other professional, psychologists maintain appropriate contact, support, and responsibility for caring until a colleague or other professional begins service.

2.1.7. Once a professional relationship has been established, psychologists provide services until the relationship is properly terminated. Proper termination of a professional relationship should occur with due regard to the client's needs.

2.1.8. When it is clear that the client is not benefiting, a psychologist initiates a termination of the professional relationship.

Comment: Such termination of a professional relationship is, where possible, negotiated with the client. When appropriate help is given to the client to find alternative sources of assistance.

2.1.9. In a professional relationship, psychologists do not foster dependence on the psychologist.

Comment: This applies to clients, supervisees, and students.

2.1.10. Sexual relationships with clients, supervisees and/or students are unethical. Psychologists do not encourage or engage in sexual intimacy, either during the time of that professional relationship, or for that period of time following during which the power relationship could be expected to influence personal decision making.

Comment: It is not appropriate to terminate a professional relationship in order to facilitate an intimate relationship.

2.1.11. Psychologists try to stop clearly harmful activities being carried out by another psychologist or another professional.

Comment: When these activities come to the attention of psychologists, the psychologists' actions may include: talking informally with the psychologist or member of another profession, formally recording concerns, obtaining objective information and, if possible, the assurance that the harm will discontinue and be corrected, reporting to the appropriate regulatory body, authority, and/or committee for action.

2.1.12. Psychologists do everything reasonable to stop or offset the consequences of actions by others when these actions are likely to result in serious physical harm or death.

Comment: This may include reporting to appropriate authorities (*e.g., the police*) or an intended victim or other relevant people, and this would be done even when a confidential relationship is involved (*refer to 1.6.10*).

2.1.13. When psychologists are aware that clients are involved with more than one service provider, they endeavour to provide services, which are coordinated over time and avoid duplication or conflict.

Comment: Such coordination should be promoted by the maintenance of adequate records and communication with other service providers within limitations of confidentiality and consent (*refer to 1.6.9*).

2.2. Competence:

Value Statement:

Psychologists attain and maintain competency.

2.2. Competence Continued:

Practice Implications:

2.2.1. Psychologists attain and maintain adequate levels of knowledge and skills in order to practise in a particular area.

2.2.2. Psychologists recognise the limits of their own competence and provide only those services for which they are competent, based on their education, training, supervised experience, or appropriate professional experience.

2.2.3. Psychologists practise in new areas of psychology, or utilise new techniques, only after undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those areas or techniques.

2.2.4. Psychologists utilise and rely on scientifically and professionally derived knowledge, and are able to justify their professional decisions and activities in the light of current psychological knowledge and standards of practice.

Comment: Psychologists are familiar with relevant law; keep themselves up-to-date with relevant knowledge, skills, techniques and research methods, through the reading of relevant literature, peer consultation, and continuing education and training activities, in order that their service or research activities and conclusions are sound.

2.2.5. Psychologists seek to maintain an awareness of how their own experiences, attitudes, culture, beliefs, values, social context, individual differences and stresses, influence their interactions with others, and integrate this awareness into all aspects of their work.

2.2.6. Psychologists have regular supervision and undertake regular evaluation of their work in order to ensure quality services.

2.2.7. Psychologists have responsibility to monitor their ability to work effectively in order to avoid conditions that could result in impaired judgement and interfere with their ability to practise safely. They seek appropriate help and/or discontinue scientific or professional activity for an appropriate period of time if a physical or psychological condition reduces their ability to work effectively and maintain safe practice.

Comment: Such conditions may include burnout, addictions, acquired disability, distress from significant life events, etc.

2.3. Active Participation:

Value Statement:

Psychologists recognise that clients should actively participate in decisions that affect their welfare.

Practice Implications:

2.3.1. Psychologists provide clients with adequate information, time and support to enable active participation in decisions that affect their welfare. This information includes assessments of benefits and harms so they can appreciate the likely consequences of working with the psychologist.

Comment:

(a) This includes possible adverse consequences such as disruption of family relationships, short term reduced functioning, etc. Refer to 1.7 section on informed consent.

(b) Psychologists should encourage children/young persons and other vulnerable clients to participate actively in decisions according to their cognitive skills and emotional maturity.

2.4. Vulnerability:

Value Statement:

Psychologists especially provide responsible care to individuals and groups who may be disadvantaged and/or oppressed.

Practice Implications:

2.4.1. Psychologists recognise the vulnerability of some individuals, groups, or communities and take appropriate action in relation to this.

Comment: Psychologists recognise that special vulnerability may occur with political or social oppression, age, ethnic origin, ability to communicate, sensory impairments, economic standing and need for support from others.

2.4. Vulnerability Continued:

2.4.2. Psychologists recognise that vulnerability is increased by unfamiliar cultural settings, unfamiliar clinical settings, unfamiliar language, overwhelming numbers of staff, and/or lack of advocate support.

Comment: Psychologists should recognise the need for support people, advocates, aides and appliances, accessible surroundings and interpreters where indicated, when working with people with disabilities. (*See also 1.4.1*).

2.4.3. Psychologists endeavour to put in place supports for individuals, groups, families or communities so that their vulnerabilities are lessened.

2.4.4. Where it is impossible to lessen vulnerabilities, psychologists should make allowances for this in their work with individuals, groups, families or communities.

2.4.5. Psychologists should not use aversive strategies except as a last resort and after demonstrable efforts to identify other less intrusive alternatives have been made. Any use of aversive strategies should occur in the context of a positive intervention programme.

Comment: If possible, informed consent should be obtained (*see 1.7*). Ongoing evaluation and supervision should occur to ensure that the aversive strategies are still justifiable.

2.5. Children/Young persons:

Value Statement:

Psychologists recognise the vulnerable status of children

Practice Implications:

2.5.1. Psychologists take account of the developmental level of children/young persons and do not exploit them in any way.

Comment: Psychologists who work with children/young persons should provide appropriate settings to allow for different modes of communication.

2.5.2. In research with children/young persons, psychologists take stringent care to achieve informed consent from guardians and assent from the child/young person.

2.6. Well-being of Human Research Participants:

Value Statement:

In carrying out research, psychologists recognise that a basic ethical expectation is that research activities will benefit members of society or, at least, do no harm.

Practice Implications:

2.6.1. Psychologists only conduct research that is ethically sound and that meets current standards for adequacy of research design.

2.6.2. Psychologists submit their research proposals for ethical review to an appropriately constituted ethical review committee

Comment: Research ethics proposals should include statements of responsiveness to the Treaty principles of partnership, participation and protection and be compatible with Māori development.

2.6.3. Psychologists do not use research procedures if they are likely to cause serious or lasting harm to participants.

2.6.4. Psychologists take all reasonable steps to protect research participants from physical and mental discomfort or danger.

Comment: If the risks of such consequences exists and the participants give their informed consent to their involvement in the research, all possible steps must be taken to minimise any such risks.

2.6.5. Psychologists take account of the developmental immaturity of children and do not exploit or manipulate them in carrying out research.

Comment: This includes taking account of their vulnerability to power, and the special need to not undermine their trust.

2.6.6. Psychologists have a responsibility to debrief research participants and do so in such a way that any harm caused can be discerned. They act to correct such harm.

Comment: Such communication should be comprehensible.

2.6.7. Psychologists communicate findings of research to participants in ways that value and respect their contribution.

2.7. Animals:

Value Statement:

Psychologists' treatment and use of animals in their research and teaching must be humane.

Practice Implications:

2.7.1. Psychologists only conduct research with animals that is ethically sound and that meets current standards for adequacy of research design.

Comment: Psychologists conducting teaching and research involving animals must be aware of and conform to all legislation relevant to their activities.

2.7.2. Psychologists submit their research proposals for ethical review to an appropriately constituted ethical review committee.

Comment: Psychologists using procedures likely to subject animals to discomfort must be able to justify such risks on scientific grounds to an appropriate ethics committee.

Principle 3

Integrity in Relationships

The relationships formed by psychologists in the course of their work embody explicit and mutual expectations of integrity that are vital to the advancement of social justice, scientific knowledge, and to the maintenance of public confidence in the discipline of psychology. Expectations of professional practice include: respect, accuracy and honesty; openness, maintenance of appropriate boundaries, and avoidance of conflicts of interest. Psychologists will seek to do right in their relations with others. In New Zealand, the Treaty of Waitangi provides a framework for integrity in relationships between the two peoples, tangata whenua (*those who are Māori*) and those who are not Māori.

3.1 Honesty:

Value Statement:

Psychologists recognise that integrity implies honesty in relationships. Honesty requires psychologists to be accurate, complete and comprehensible in all aspects of their work.

Practice Implications:

3.1.1. Psychologists accurately represent their own and others' qualifications, education, experience, competence, and affiliations, in all spoken, written, or printed communications.

3.1.2. Psychologists help the public make informed choices of the quality and type of service provided.

3.1.3. Psychologists ensure that claims or conclusions can be supported by a standard of evidence acceptable to the profession. Statements of opinion are clearly identified as such.

Comment: Psychologists should be able to acknowledge the basis of any opinions expressed.

3.1.4. Psychologists engaged in research conduct open, honest and unbiased investigations.

3.1 Honesty Continued:

Comment: This standard is achieved through selecting and developing relevant research techniques, providing statements of the underlying assumptions, declaring any interests (*e.g., naming funding bodies, and/or those who commissioned the research*), regularly and genuinely seeking guidance from informed persons, and through the timely and adequate disclosure of research findings to the professional and scientific community.

3.1.5. Psychologists strive to avoid deception in their work. Where deception must be employed, psychologists seek independent and adequate ethical review of the risks to the public or the individuals, before making a decision to proceed.

Comment: Deception should only occur in practise with clients when it can be justified on the basis of safety. Deception should only occur in research where there is no alternative non-deceptive option, where consent has been obtained prior to participation, and where debriefing is given after participation to disclose the deception and its rationale. Psychologists should recognise that deception, of itself, can be harmful to vulnerable people, including children/young persons.

3.1.6. Psychologists are accurate, complete and clear in reporting assessments, evaluation and research findings and do so in a manner that encourages responsible discussion.

3.1.7. Where psychologists make reports that are found to be incorrect or misleading, they take all reasonable steps to correct the error as quickly as possible.

3.1.8. In their publications, psychologists give accurate acknowledgement to sources of ideas and information.

Comment: Principal authorship and other publication credits should accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. A student should usually be listed as senior author on any multiple-authored article that is substantially based on their dissertation or thesis.

3.1.9 Psychologists do not present substantial portions or elements of another's work or data as their own.

3.1.10. Psychologists inform clients and/or research participants about information they seek to obtain from or about them, how it will be used and whether and/or how it will be available to them.

Comment: People are normally entitled to have access to information collected about them unless there are compelling reasons to withhold it. Such reasons include reports on a person for a third party (*e.g., in the Family Court*).

3.1.11. Psychologists strive to honour all undertakings and commitments included in any written or verbal agreement even where serious and unexpected circumstances intervene.

3.1.12. Psychologists make information available to clients and research participants of relevant complaints procedures.

3.2 Personal Values:

Value Statement:

Psychologists will enhance integrity in relationships by recognising, and where relevant, declaring, their values and beliefs.

Practice Implications:

3.2.1. Psychologists endeavour to be aware of their personal values and beliefs and how these may affect their work.

Comment: See also 2.2.5 and 2.2.6.

3.2.2. Psychologists ensure their personal values and beliefs do not disadvantage those with whom they work.

3.3 Structure of Relationships:

Value Statement:

Psychologists take responsibility to maintain appropriate structure in their relationships with persons and peoples with whom they work.

3.3 Structure of Relationships Continued:

Practice Implications:

3.3.1. Psychologists clarify and make explicit their role and responsibilities with the person(s) with whom they are working.

3.3.2. Psychologists maintain appropriate boundaries with those with whom they work and carefully consider their actions in order to maintain their role.

3.4 Conflicts of interest:

Value Statement:

Psychologists recognise that conflicts of interest are a threat to the integrity of relationships.

Practice Implications:

3.4.1. Psychologists seek to avoid dual relationships where that might present a conflict of interest.

3.4.2. Where dual relationships are unavoidable, psychologists identify any real or potential conflicts of interest and take all reasonable steps to address the issue in the best interests of the parties.

3.4.3. Psychologists do not exploit any work relationship to further their own personal or business interests.

Comment: Work relationships included are those with clients, research participants, students, employers, and employees under their direct supervision.

Principle 4

Social Justice and Responsibility to Society

Psychology functions as a discipline to promote the well being of society. In New Zealand, the Treaty of Waitangi is a foundation document of social justice. Psychologists, both as individuals and as a group, have responsibilities to the community and to society in general. The principle of social justice is about acknowledging psychologists' position of power and influence in relation both to individuals and groups within communities where the psychologist is involved, and in the broader context. It is about addressing and challenging unjust societal norms and behaviours that disempower people at all levels of interaction.

4.1. Welfare of Society:

Value Statement:

Psychological knowledge will be increased, and psychology will be practised, in such ways as to promote the welfare of society

Practice Implications:

4.1.1. In relation to societal issues, psychologists are careful to keep well informed through relevant reading, peer consultation, and continuing education.

Comment: Within the context of this Code, social structures and policies that have beneficial purposes are defined as those that more readily support and reflect respect for the dignity of peoples, active concern, integrity in relationships, and responsibility to society.

4.1.2. Psychologists are sensitive to the needs, current issues, and problems of society and take account of these needs in their work.

Comment: This includes but is not limited to determining:

- (a) research questions to be answered
- (b) services to be developed
- (c) information to be collected

4.1. Welfare of Society Continued:

(d) the interpretation of results or findings

4.1.3. Psychologists have a responsibility to speak out, in a manner consistent with the four principles of this Code, when they possess expert knowledge that bears on important societal issues being studied or discussed.

4.1.4. Psychologists exercise care when reporting the results of any work, so that results are not likely to be misrepresented or misused in the development of social policy, attitudes and practices.

Comment: Particular care must be taken when reporting the results of work regarding vulnerable groups

4.1.5. Psychologists have a responsibility to speak out and/or act in a manner consistent with the four principles of this Code if they believe policies, practices or regulations of the social structures within which psychologists work, seriously ignore or oppose any of the principles of this Code.

4.1.6. Psychologists do not contribute to, nor engage in, research that promotes or is intended for use in the torture of persons, the development of prohibited weapons, destruction of the environment, or any other act that contravenes international law.

4.2. Respect for Society:

Value Statement:

Psychologists recognise the need to be aware of the structures and customs of the communities in which they work

Practice Implications:

4.2.1. Psychologists are open about the limits of their relevant knowledge, and seek appropriate training regarding customs and culture of the group with whom they are working.

4.2.2. Psychologists acquire an adequate knowledge of the culture, social structure, and customs of the community before beginning any major work there and have a professional obligation to obtain guidance from appropriate members of the community.

Comment: This knowledge and guidance should be sought before beginning work in an area where the psychologist may be unfamiliar with the culture or inadequately informed.

4.2.3. Psychologists abide by the laws of the society in which they work.

4.2.4. Psychologists recognise that from time to time structures or policies of society may be inconsistent with the principles of respect for the dignity of peoples, responsible caring and integrity in relationships. Where these inconsistencies are identified, psychologists advocate for change in these structures and policies.

4.3. Benefit to Society:

Value Statement:

Psychologists strive to ensure that psychological knowledge, when used in the development of social structures and policies, will be used for beneficial purposes.

Practice Implications:

4.3.1. Psychologists work individually and collectively to contribute to the general welfare of society, in direct work and by the publication and dissemination of findings from research.

4.3.2. Psychologists have a responsibility to ensure that psychological knowledge and structures are used for beneficial purposes, and have an ethical responsibility to draw attention to and work to correct any misuse.

Comment: This includes but is not limited to research, expert teaching and policy advice.

4.3.3. Psychologists protect the skills, knowledge and interpretations of psychology from being misused, used incompetently, or made useless by others.

4.3.4. Psychologists participate in the process of critical evaluation of the discipline's place in society and in the development and implementation of structures and procedures that help the discipline to contribute to beneficial societal functioning and change.

4.3. Benefit to Society Continued:

4.3.5. Psychologists act to change those practices of the discipline of psychology, which detract from beneficial societal changes, where appropriate and possible.

4.4. Accountability, Standards and Ethical Practice:

Value Statement:

Psychologists strive to ensure the appropriate and relevant use of psychological knowledge, practices and structures, and to avoid their misuse.

Practice Implications:

4.4.1. Psychologists help develop, promote and participate in accountability processes and procedures related to their work.

Comment: The discipline of psychology promotes high standards for its members and does what it can to assure that these standards are met and to support its members in their attempts to maintain these standards. This includes but is not limited to supervision, peer review, programme reviews, case management reviews and reports of one's own research.

4.4.2. Psychologists engage in regular monitoring, assessment, and reporting of their ethical practices and safeguards.

4.4.3. Psychologists uphold the discipline's responsibility to society by taking relevant action in relation to bringing incompetent or unethical behaviour of colleagues, including misuses of psychological knowledge and techniques, to the attention of appropriate regulatory bodies, authorities, and/or committees, in a manner consistent with the ethical principles of this Code.

Comment: This refers to colleagues of all disciplines and may include employers. In the first instance, resolution or correction of the situation should be attempted through bringing the matter to the attention of the colleague concerned. Where this is not appropriate or possible, or is unsuccessful in resolving the issue, the psychologist should then bring the matter to the attention of those charged with the responsibility to investigate it.

4.4.4. Psychologists protect the physical security and integrity of assessment instruments and ensure that they are not used inappropriately.

4.4.5 Psychologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than protect the public.

4.4.6. Psychologists enter only into those agreements or contracts that allow them to act in accordance with the ethical principles and standards of this Code.

4.4.7. Psychologists assist in the development of professional and scientific growth of those who enter the discipline of psychology by helping them to acquire a full understanding of the ethics, responsibilities and needed competencies of their chosen area(s).

Comment: Psychologists are advised to have explicit understandings of their responsibility for the work or behaviour of those they teach, supervise, and/or employ (*e.g., in supervision or employment contracts*).

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Glossary

English to Māori:

access	taea atu o
accuracy	tōtikatanga
actions	mahi
activity	ngohe
advocate	taunaki
affiliations	tūhononga
age	pakeke
agreement	whakaaetanga / kirimana whakaae
animal	kararehe
apply (active verb)	hoatu
appropriate	e hāngai ana
assessment	aromatawai
associated	whai pānga
authority	mana
aversive (aversive therapies which use unpleasant stimulus or punishment to change behaviour)	whakakonekone
basis	tūāpapa
behaviour	whanonga
benefit	hua / whaihua
boundary	taupā
capricious	pohewa
caring	atawhai
characteristic	āhuatanga
children	tamariki, <i>or</i> te hunga taiohi
clarify	whakamahuki
clinical	haumanu
client	kiritaki
code	tikanga
code of ethics	tikanga matatika
colour	tae kiri
competence	kaiakatanga
comments	whakamārama
communication	whakawhiwhitinga kōrero
complaint	amuamu
comprehensible, plain	mahuki
confidentiality	noho matatapu

conflict of interest	taupatupatu pānga mahi
consent	whakaaetanga
consequences	tukunga iho
continuous	tūmau
contract	kirimana
coordinated	ruruku
counselling	tohutohu
cultural	ahurea
debrief	patapatai
deception	mahi tinihanga
decision	whakataunga
define	tautuhi
dependence	whakawhirinakitanga
development	whanaketanga
dignity	mana
discipline	pekanga
disclose	whakapuaki
discrimination	whakahāwea
disposal	whakakorenga
dispose	whakakore
disrespectful	tōtōā
diversity	kanorau
domain reference	tohutoro-rohe
economic standing	tūnga ōhanga
educational psychology practice	mahinga mātauranga mātai hinengaro
ethics	matatika
ethical	matatika
ethnicity	iwitanga
ethnic origin	pūtakenga matawaka
evaluation, evaluate	aromātai
fauna	ngā kararehe
framework	anga
frivolous	ngahangaha
fulfil	kawe takohanga
gender	ira
guidelines (written document)	aratohu
harm	whakamamae
harrassment	mahi inonoti
honesty	ngākau pono
identify	tautuhi / tautohu / tāutu
implications	ritenga
incompetent	koretake

influence
 information
 informed consent
 instrument
 intent
 integrity
 international law
 intervention
 intimidation
 justice
 limit
 limitation
 marital status
 mental abilities
 nationality
 negative
 non-discrimination
 ongoing
 openness
 outcomes
 participate
 partnership
 peer consultation
 personal
 physical abilities
 potential
 power
 practice
 practice implications
 procedure
 profession
 professional relationship
 protect, protection
 provide
 psychiatrist
 psychologist
 psychology
 public confidence
 race
 registered
 regulatory body
 relationship

awe / mana
 mōhiohio
 te whakaaetanga i runga i te mōhio
 taputapu
 koromaki/aronga nui
 ngākau tapatahi
 ture ā-ao whānui
 wawaotanga
 mahi nanakia
 ture
 tepe
 here
 tūnga mārenatanga
 pūmanawa ā-hinengaro
 whenuatanga
 kino
 whakahāwea kore
 mohoa
 puaretanga
 putanga
 whai wāhi
 tū ngātahi
 akoako ā-hoa
 whaiaro
 pūmanawa ā-tinana
 torohū
 mana
 mahinga
 ritenga mahinga
 tikanga
 ngaiotanga
 hononga ngaio
 whakamarumarū
 whakarato
 rata mate hinengaro
 kaimātai hinengaro
 mātauranga hinengaro
 ngākau titikaha tūmatanui
 momo
 whai rehita
 whakahaere whakarite tikanga
 hononga

religion
rights
respect
responsible
responsibility
risk
sensitivity
services
sexual relationship
social
social justice
socio-economic status
society
standard
statement
structure
therapeutic
third party payers
tool
unbiased
underlying assumptions
validate
validity
value
version
vulnerable
vulnerability
working group

hāhi
motika
whakanui whānui
whai haepapa
haepapa
mōrea
tūtohutanga
ratonga
hononga taera
pāpori
mana pāpori
tūnga oha-pori
porihanga
paerewa
tauākī
hanganga
haumanu
kaiutu nama hunga tuatoru
taputapu
tōkeke
(ngā) whakapae matua
whakamana
whaikiko
uara
momo putanga
whakaraerae
whakaraerae
ohu

Mā ngā Kaimātai Hinengaro e mahi ana i Aotearoa/ New Zealand, 2002

Nā te Rōpū Arotake Tikanga Matatika i whakarite, he ohu mahi ngātahi o te Rōpū Mātai Hinengaro o Aotearoa, te Whare Wānanga o te Mātauranga Hinengaro, me te Poari o Kaimātai Hinengaro o Aotearoa.

I whakapūmautia e ngā Mema o te Rōpū Mātai Hinengaro o Aotearoa, me ngā Mema o te Whare Wānanga o te Mātauranga Hinengaro i ā rātou ake Hui Ā-Tau Whānui 2002.

I whakatauria e te Poari o Kaimātai Hinengaro o Aotearoa kia whakaū ōkawa i te Tikanga mā ngā kaimātai hinengaro whai rēhita i te 6 o Hakihea 2002.

He mea āta hanga mārire, he mea āta whakamātautau tēnei tuhinga, kia kīa ai he whakamāoritanga tino hāngai i te pukapuka taketake (reo Pākehā).

This document has been prepared and approved as an accurate translation of the original (English) version.

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Te Tikanga Matatika

Mā ngā Kaimātai Hinengaro e mahi ana i Aotearoa/New Zealand, 2002

KUPU WHAKAMAHUKI

Whakapuakitanga

Hei whakatinana i ngā Mātāpono me ngā Uara o tēnei Tikanga Matatika ka aro nui ki te kanorau ahurea o Aotearoa/New Zealand, ā, ina koa ki te Tiriti o Waitangi, ōna wāhanga, tōna wairua, me tōna koromaki.

NGĀ TAKE O TE TIKANGA

Kei te whakatakotoria i roto i te Tikanga ngā Mātāpono me ngā Uara hei whakamaunga atu mā ngā kaimātai hinengaro, kei te tautuhi hoki i ngā ritenga o ēnei Mātāpono, Uara hoki mō te mahinga mā te whakaurunga mai o ngā Ritenga Mahinga me ngā Kōrero whai pānga mai.

E rua ngā momo putanga o te Tikanga: te katoa o te Tikanga Matatika, me tētahi whakarāpopototanga kei roto ko ngā Tauākī Mātāpono me ngā Uara hoki hei tohutoro tere.

Ko ngā take o te Tikanga ko:

1. Te whakakatohi i ngā mahinga o te ngaiotanga.
2. Te ārahi kaimātai hinengaro i roto i ngā whakataunga matatika.
3. Hei whakatakoto i tētahi huinga aratohu ka wātea mai pea ki te ao tūmatanui e whakamōhio ai i a rātou ki ngā matatika o te ngaiotanga (mō tēnei take me whakamahi i te momo putanga whakarāpopoto o te Tikanga).

Me whakaaroaro ngā kaimātai hinengaro i te Tikanga i roto i ngā whakataunga mō te taha ki te mahinga ngaio, rangahau hoki. Me whakaaroaro hoki ngā kaimātai hinengaro i ngā tikanga whanonga mahi, tikanga mahinga hoki, me ngā ture e whaitake ana. Ina he nui ake te paerewa whanonga ka whakaritea e te Tikanga Matatika i tērā i roto i te ture, i roto rānei i ētahi atu tikanga, ko tā mātou tohutohu ki ngā kaimātai hinengaro kia whai i te whanonga matatika teitei ake i roto i tā rātou mahi whakataunga.

Ka whai take te tikanga nei ki ngā mema katoa o te Rōpū Mātai Hinengaro o Aotearoa, o te

Whare Wānanga o te Mātauranga Hinengaro me ngā Kaimātai Hinengaro Whai Rēhita katoa atu, e pā ana ki ā rātou mahi ngaio, rangahau hoki. Kei roto anō ko te mahinga haumanu, tohutohu hoki o te mātāi hinengaro, te mahinga mātauranga mātāi hinengaro, te rangahau, te whakaako, te whakahaere kaimahi hou, te whanaketanga me te whakamahinga o ngā taputapu aromatawai, te akoako ā-whakahaere, te wawaotanga pāpori, te whakahaere me ētahi atu ngohe wāhi mahi.

E taunaki ana kia haria te Tikanga e ngā kaimātai hinengaro ki mua i te aroaro o te hunga ka whakaakona, ka whakahaeretia ka whakawhiwhia hoki/rānei ki te mahi. E tohutohutia ana ngā kaimātai hinengaro kia mārara rawa rātou ki ō rātou haepapa mō te mahi, mō te whanonga rānei o te hunga ka whakaakona, ka whakahaeretia, ka whakawhiwhia hoki/rānei ki te mahi. Mō te nuinga ka whakapuakina ēnei momo māramatanga i roto i te tuhinga pērā i ngā whakaaetanga whakawhiwhi mahi, i ngā kirimana kaimahi rānei.

TE HANGANGA O TE TIKANGA

E whā ngā Mātāpono matatika kua tautuhitia i te Tikanga hou.

1. Te whakanui i te mana o te tangata, o ngā iwi hoki
2. Te atawhai whai haepapa
3. Te ngākau tapatahi o ngā hononga
4. Te ture pāpori me te haepapa ki te porihanga

Kua kohia i raro i ia Mātāpono ko ētahi Uara e ahu mai ana i te Mātāpono, ā, kua honoa hoki ēnei uara ki ngā Ritenga Mahinga — ngā tauākī o te whanonga ngaio e hāngai ana a ngā kaimātai hinengaro e ai ki taua uara. Kei te whai pānga hoki ki te maha o ngā Ritenga Mahinga ko ngā Whakamārama — e whakawhāiti ana i te aronga ki ngā take whakahirahira o te mahinga. Ko ngā Ritenga Mahinga o roto hei āta whakaaro hei ārahi mahinga, ā, kia kaua hoki e pōhēhē mā ēnei e pau katoa ai ngā Ritenga a te Uara whai pānga mō te mahinga.

I te whakamahinga tūturu o te Tikanga, tērā tonu pea ka whakatauria ngā whakataunga matatika mā te aro ki ngā wāhanga neke atu i te kotahi o te Tikanga. He wā anō ka kitea pea he taupatupatu i waenga i ngā aratohu i tēnā wāhanga, i tēnā wāhanga, he taupatupatu rānei i waenga i te Tikanga me ngā tikanga mahinga o ētahi atu wāhi mahi. I ngā momo

tūāhuatanga katoa me whai ngā kaimātai hinengaro i ēnei e whai ake nei:

1. Tautuhitia ngā take me ngā mahinga e ahu mai ana i ngā matatika.
2. Ka whakawhanake i ētahi atu ara mahi hei whai, ko te tūmanako i te taha tonu o tētahi hoamahi ngaio, i raro rānei i tētahi kaiwhakahaere.
3. Mō ia ara mahi ka tautuhitia, me āta tātari i ngā mōrea me ngā whaihua tērā tonu ka pā mai ki ia tangata, ki ia rōpū hoki/rānei i te wā poto, mohoa, wā roa hoki.
4. Ka āta hoatu i ngā Mātāpono, i ngā Uara me ngā Ritenga Mahinga ki ia ara whakatika i runga i te āhua o ngā mōrea me ngā whaihua kua tautuhitia, ā, ka whakatau ko tēhea hei tauritenga i waenga i ngā mea e rua nei.
5. Whāia te ara hohenga kua oti te whiriwhiri, me te whakaae nāu te haepapa mō ngā hua ka puta mai i te ara kua oti te whiriwhiri.
6. Ka aromātai i ngā hua o te hohenga, me te whakatika i ngā putanga kino ina taea, ā, mēnā kāore e taea ngā take i tautuhitia tuatahitia te whakatika, me hoki anō ki te hātepe whakatau.

MĀTĀPONO 1

Te Whakanui i te Mana o te Tangata, o ngā Iwi hoki

Ko te mātāpono o te whakanui i te mana o te tangata, o ngā iwi hoki e mātua whakarite ana ka whakanuia huapaitia ngā tāngata me ngā iwi katoa i runga i tō rātou ake motika/mana, ā, ka whakanuia, ka whakaheitia te tū rangatira anō hoki hei wāhi o tō rātou ake ngākau atawhai whānui. Ko te tikanga o te Whakanui ko te tūtohutanga ki te kanorau ahurea, pāpori hoki me te mārāma anō he rerekētanga i waenganui i ngā tāngata i te taha ki tō rātou ake ahurea, whenuatanga, iwitanga, tae kiri, momo, hāhi, ira, tūnga mārenatanga, tūnga taera, ngā pūmanawa ā-tinana, ā-hinengaro rānei, pakeke, tūnga oha-pori, tētahi atu āhuatanga, tikanga, tūnga whaiaro hoki/rānei. He wāhi nui o te tangata ēnei momo rerekētanga. I Aotearoa, kua whakatakotohia te tūāpapa o te whakanui i waenga i te tangata whenua (tangata whenua – ko ngā tāngata Māori) me ētahi atu (ko ngā tāngata ehara i te Māori) i Te Tiriti o Waitangi.

1.1. Te Whakanui Whānui:

Ngā Tauākī Uara:

Ka whakanui ngā Kaimātai Hinengaro i te mana o te tangata, o ngā iwi hoki ka pā mai ki a rātou i roto i ā rātou mahi, ā, e aro ana hoki ki te oranga, ki ngā motika hoki o taua hunga.

Ngā Ritenga Mahinga:

1.1.1. I roto i ā rātou hononga ngaio ka whakanui ngā kaimātai hinengaro i ērā ka tūtakitaki ai rātou.

1.1.2. Ka mārāma ngā kaimātai hinengaro ki ngā motika taketake o te tangata ki te kai, ki ngā kākahu, ki te whakaruru, me te rangatiratanga mai i te patu mārīre tonu.

He Kōrero Whai Pānga: Ahakoa he aha te tūāhuatanga ka whakararu i ngā motika taketake, hei wāhi o tētahi mahinga mātāi hinengaro, me kimi tohutohu ngā kaimātai hinengaro i ō rātou hoa mahi mātāmua i mua i te tīmatatanga. Ko te tikanga i te mutunga iho, kia taea e rātou te whakatau te whakamārama.

1.1.3. Ka whai ngā Kaimātai Hinengaro ki te akiaki kia whai wāhi atu ngā tāngata katoa i ngā whakataunga ka whaipānga ki a rātou.

He Kōrero Whai Pānga: Ka takipā tēnei ki ngā kaiuru rangahau, ki ngā kiritaki, ki ngā

akonga, ki te hunga ka whakahaeretia, ngā kaimahi, ngā hoa mahi, ngā kaiwhakawhiwhi mahi, ngā kaiutu nama hunga tuatoru, me te ao tūmatanui whānui, i runga i tōna hāngai mai.

1.1.4. Ka whakamahia e ngā kaimātai hinengaro tētahi reo whakanui i te tū rangatira o ētahi atu i ngā whakawhitihanga kōrero katoa ahakoa ā-tuhi, ā-waha rānei.

He Kōrero Whai Pānga: Hei konei ko te pare i te whakamahinga o ngā whakaahuatanga, kōrero whakaiti rānei.

1.1.5. E kore te kaimātai hinengaro e uru ki ngā mahi aukati, kawē whakaaro i runga i te hē, e uru rānei ki ngā mahi inonotitanga, nanakia rānei.

1.2. Te Whakahāwea Kore:

Ngā Tauākī Uara:

Kei te mārama ki ngā kaimātai hinengaro e āhei ana ngā tāngata me ngā iwi katoa kia ōrite ngā whaihua mai i ngā takoha o te mātai hinengaro.

Ngā Ritenga Mahinga:

1.2.1. Ka whai ngā kaimātai hinengaro ki te whakakore, ki te whakatika rānei i ngā mahinga whakahāwea rawa.

1.2.2. Kei te mārama ki ngā kaimātai hinengaro ko te whakatau ki te aukati atu i ngā tāngata i ā rātou ratonga, ngohe rānei, ki te hapa ki te hoatu rongoā e tika ana, ki te whakaheke rānei i ngā ratonga ka whakaratoa, he whakatau taumaha, ā, kāore e tika ana kia whakatauhia i runga i te pohewa, i runga rānei i te whakaaro whakahāwea.

He Kōrero Whai Pānga: Kei te mōhiohia e kore e taea i ngā wā katoa e te kaimātai hinengaro te whakarato ratonga i runga i te kore rauemi, i te kore pūkenga rānei. I ēnei tūāhuatanga, te tikanga ka whakaratoa e te kaimātai hinengaro tētahi ratonga pērā i tērā i tonoa ai, tōna tikanga me āwhina i te tangata ki te kimi kōwhiringa anō.

1.2.3. Ka whai ngā kaimātai hinengaro ki te karo, whakakāhore rānei i te whai wāhi atu ki ngā mahinga e tōtōā ana ki ngā motika ahurea, ture, kiri tangata, whanonga rānei o ētahi atu, ki ngā mahinga ki tētahi āhuatanga whakahāwea hoki/rānei.

1.3. Ngā hononga i waenga i te hunga Māori me te hunga ehara i te Māori:

Ngā Tauākī Uara:

Kei te mārama ki ngā kaimātai hinengaro e mahi ana i Aotearoa kei te whakatakotoria e Te Tiriti o Waitangi te tūāpapa o te whakanui i waenga i te hunga Māori me te hunga ehara i te Māori i tēnei whenua.

Ngā Ritenga Mahinga:

1.3.1. Ka whai ngā Kaimātai Hinengaro, takitahi, ngātahi hoki ki te whakapiki i tō rātou mātau ki te tikanga me ngā pānga o Te Tiriti o Waitangi ki ā rātou mahi. Hei konei ko te māramatanga o ngā mātāpono o te whakamarumarū, o te whai wāhi me te tū ngātahi me te Māori.

He Kōrero Whai Pānga: Kei te whai mana ko Te Tiriti o Waitangi i runga i te mea koirā te tuhinga i tukuna, ā, i waitohua e te nuinga o ngā kaiwaitohu Māori.

1.3.2. Me whai tohutohu, whai whakangungu hoki e hāngai ana ngā kaimātai hinengaro, e mahi ana i te taha o te Māori, ahakoa Māori, ahakoa ehara i te Māori, hei tuitui haere i te whakanui mō te mana me ngā hiahia o te Māori ki roto i ā rātou mahi.

1.4. Te aronui ki te kanorau:

Ngā Tauākī Uara:

Ka whakanuia e ngā kaimātai hinengaro te kanorau, me te mārama anō hoki ka noho, ka whanake te tangata i roto i ō rātou ake rōpū ā-pāpori, ā-ahurea, ā-hapori hoki.

Ngā Ritenga Mahinga:

1.4.1. Ka whai ngā kaimātai hinengaro kia aro ki te kanorau ā-ahurea, ā-pāpori rānei, ā, hei hua, ka whiwhi whakangungu, wheako, tohutohu hoki hei āta whakarite he kaiaka, he haumarū anō hoki ā-ahurea te ratonga, te rangahau rānei.

He Kōrero Whai Pānga: Ko te tikanga o te kupu 'tohutohu' ko te ārahi a tētahi kaitohutohu ahurea e hāngai ana ki te horopaki. I runga i te āhuatanga o te ratonga kaiaka, tērā pea ka whakaritea he kaiwhakamāori ina he tauārai reo.

1.4.2. Ka mōhio ngā Kaimātai Hinengaro he hiahia ā-ahurea, ā-pāpori hoki o ō rātou kiritaki, ā, ka āwhina i a rātou ki te whakatutuki i aua hiahia.

He Kōrero Whai Pānga: Ka whai mana tēnei ki te kore e whatia ngā mātāpono matatika o te tikanga.

1.5. Ngā Tamariki/Te Hunga Taiohi:

Ngā Tauākī Uara:

Kei te mārama ki ngā kaimātai hinengaro he haepapa tā rātou ki te whakatairanga i te oranga me ngā painga matua o ngā tamariki/te hunga taiohi hoki.

Ngā Ritenga Mahinga:

1.5.1. I ngā mahi kua uru mai ngā tamariki/te hunga taiohi ahakoa te mahi, kei te mārama ki ngā kaimātai hinengaro he rangatira ake ngā painga me te oranga o ngā tamariki/te hunga taiohi, nō reira kei mua taua kaupapa i ētahi atu whakaaro.

He Kōrero Whai Pānga: Ka tuhia tētahi ritenga pēnei ki roto i ngā ture e whaitake ana.

1.5.2. Ka taunaki ngā Kaimātai Hinengaro mō tētahi tamaiti/taiohi rānei e noho kiritaki hāngai tonu ana ki a rātou, nō tētahi rōpū kiritaki rānei, i ngā tūāhuatanga e noho mōrea ana te oranga me ngā tino painga o taua tamaiti/taiohi.

He Kōrero Whai Pānga: Me tātari ngā kaimātai hinengaro i waenga i ngā hiahia me ngā tūmanako o ngā tamariki/te hunga taiohi. Ko te tikanga ka rangona kia mārama aua hiahia, ka aro nuitia ngā tūmanako, i roto i te horopaki o ō rātou hiahia, oranga whānui, tae atu ki te taiao pāpori whānui.

1.6. Te Tūmataiti me te Noho Matatapu:

Ngā Tauākī Uara:

Ka mārama, ka whakatairanga hoki ngā kaimātai hinengaro i ngā motika tūmataiti o te tangata me te iwi. Kei te mārama hoki ki a rātou he haepapa kei runga i a rātou ki te whakaputa kōrero ki ngā tāngata tōtika e pā ana ki ngā mōrea tūturu ki te haumarutanga o ngā tāngata me te iwi tūmatanui.

Ngā Ritenga Mahinga:

1.6.1. Ka whai ngā kaimātai hinengaro kia mōhio ai rātou ki ngā Ture me ngā Paerewa e

whaitake ana, ā, ka whai i ngā tikanga e whakaratoa ana te whakaaetanga i runga i te mōhio, i te noho matatapu, i te maimoatanga tika me te whakahaerenga o te hātepe i roto i te wā tika (hātepe wā tika), e ai ki ērā kua whārikihia mai i roto i aua Ture, Paerewa hoki.

1.6.2. Ka whakamāramatia e te Kaimātai Hinengaro ngā mahi hei whakamarumaru i te noho matatapu ina whakarato ratonga ki ngā tāngata, whānau, rōpū, whakahaere rānei, i te āhua o ngā rangahau rānei. Waihoki, ka whakamāramatia atu e ngā kaimātai hinengaro ki te whānau, ki te hapū/iwi, ki ngā whakahaere me ngā mema o te hāpori ko ngā haepapa kei runga i a rātou mō te whakamarumarutanga o te noho matatapu o tēnā, o tēnā.

He Kōrero Whai Pānga: Me whai ngā Kaimātai Hinengaro ki te whakamarumaru i te noho matatapu o ngā kaiuru i roto i ngā rōpū e mahi ai rātou, mā te whakanui i te takohanga a ngā kaiuru, tēnā ki tēnā (ina koa, i te haumanu ā-rōpū, i ngā rōpū arotahi rangahau rānei).

1.6.3. Ka matapaki ngā Kaimātai Hinengaro ki ngā tāngata me ngā whakahaere hoki kua oti kē te whakatū hononga rangahau, ngaio ki a rātou (a) ngā tepe o te noho matatapu e ai ki 1.6.10 me (e) ngā whakamahinga ka taea te kite o ngā mōhiohia ka puta ake i roto i ō rātou ratonga/ngohe.

1.6.4. Ka whai ngā kaimātai hinengaro ki te kohikohi i ngā mōhiohia anake e hāngai ana ki te/ngā take i whakawhiwhia ai te whakaaetanga i runga i te mōhio.

1.6.5. Ka hopukia e ngā Kaimātai Hinengaro ngā mōhiohia e tika ana mō te whakarato i te ratonga ruruku tūmau ki tētahi kiritaki, mō te whakamana rānei, mō te tautuhi i ngā whakatau whakamutunga i tētahi pūrongo, mō ngā whāinga o tētahi ake mātai rangahau e whakahaeretia ana, e hiahia ana rānei i raro i te ture.

1.6.6. Ka whakaputu, ka nanao, ka whakawhiti, ka whakakore i ngā pūkete kōrero, ā-tuhi, ā-tuhi-kore (arā, ko ngā kōnae rorohiko, rīpene ataata), i runga i tētahi āhuatanga e aro ana ki te hiahia ki te tūmataiti me te haumarutanga.

1.6.7. Ka pupuri mōhiohia ngā Kaimātai Hinengaro i runga i ngā ritenga kua tautuhitia i ngā aratohu ture, matatika hoki o nāianei (mō ngā raraunga rangahau).

He Kōrero Whai Pānga:

- (a) Kei roto hoki ko ngā pūkete pepa me ngā pūkete rorohiko.
- (b) Me māmā te tiki atu o ngā pūkete, me mārama hoki.

(c) Me whakarite mahere tōtika mō te tiki atu me te whakakore o ngā pūkete i runga i te tūpono mai o te tūpoupou, o te mate rānei.

1.6.8. Ka ngana ngā Kaimātai Hinengaro ki te whai i ngā ara katoa e tika ana, kia āta whakarite ka taea ngā mōhiohio kei raro i ō rātou mana te tiki kia tutuki rā anō ngā hiahia o te hunga nō rātou te mōhiohio, ā, mō te take hoki/rānei i kohikohia ai, e hiahiaatia ana rānei i raro i te ture.

1.6.9. Kāhore e whakapuakina e ngā kaimātai hinengaro ngā mōhiohio whaiaro i whiwhi ia mai i te tangata, i te whānau, i tētahi rōpū whānau, haporī rānei, i tētahi hoamahi rānei me te kore whakaaetanga i runga i te mōhio o te hunga nā rātou te mōhiohio i tuku, i tua atu i ngā tūāhuatanga kei 1.6.10.

He Kōrero Whai Pānga: Ko ngā mōhiohio hei whakamarumaru ko ngā mōhiohio mō tētahi e ahu mai ana i tētahi atu (arā, mai i tētahi hoa mahi mō tā rātou kiritaki, akonga rānei) i roto i ā rātou ngohe hei kaimātai hinengaro, ā, i ngā wāhi ka taea te matakite he matatapu aua kōrero ki te tangata ngā tāngata rānei nō rātou te mōhiohio.

1.6.10: E mārama ana ki ngā Kaimātai Hinengaro he okotahi, he tepe tonu hoki/rānei ki te korenga o te whakapuaki i ngā mōhiohio whaiaro, tae atu ki ngā tūāhuatanga e tika ana kia whakapuakina. Koia ēnei ko:

(a) Te hekenga o te mahinga roro: Ina puta te whakawā e kore e taea e te tangata te hoatu whakaaetanga ki te whakapuaki i a rātou anō.

He Kōrero Whai Pānga: Hei ēnei tūāhuatanga me whai whakaae ki te whakapuakinga i te hunga e whai mana ā-ture ana ki te kōrero i ō rātou hiahia (ina koa, ngā mātua o ngā tamariki/te hunga taiohi, ngā kaitiaki ā-ture o ngā tangata hinengaro hauā).

(b) Ngā tamariki/te hunga taiohi: Mā te matuatanga ā-ngākau me ngā pūkenga ā-hinengaro o te tamaiti/te hunga taiohi e whakatau ai i te nui o te whakaaro ki ā rātou tono, me te whakaae ki te whakapuaki i ngā mōhiohio whaiaro.

He Kōrero Whai Pānga: Me mārama ngā kaimātai hinengaro tērā pea nā ngā take hauora, haumarutanga, ngā take hononga hoki/rānei ka pēhia pea te noho matatapu me ngā hiahia o te tamaiti/taiohi. I ngā wā ka whakaaro te kaimātai hinengaro ki te tuku i ngā mōhiohio ki te hunga tuatoru, me whakamōhio atu ki te tamaiti/taiohi mēnā ka taea, ā, ka kōrerotia ki te taumata e tika ana, arā a te pakeke ki te pakeke. Me whakaaro anō hoki ki ngā pūkenga iti a te tamaiti/taiohi mō te haepapa takitahi, me te tūnga motuhake a ngā tamariki/te hunga taiohi i runga i te whakaaro ki ō rātou mātua.

(c) Te hiahia i runga i te whāwhai: Ina puta ake he tūāhuatanga e kore rawa e tutuki, kāore rānei he take o te kimi whakaaetanga mai ki te whakapuakinga i mua i te whakamamae, te wharanga rānei ki te tangata/ngā tāngata, te whānau, ki te rōpū hapori rānei.

He Kōrero Whai Pānga: I ēnei tūāhuatanga me whakamōhio wawe atu ngā kaimātai hinengaro ki te tangata, ngā tāngata, ki te tangata kua whakamanahia rānei hei waha mōna, i ngā mōhihio kua whakapuakina atu ki te hunga tuatoru.

(d) Ngā herenga ā-ture: Ina whakahaua te Kaimātai Hinengaro i raro i te ture ki te whakapuaki i ngā mōhihio kua homai e te kiritaki, e te hunga whakauru rangahau rānei.

He Kōrero Whai Pānga: Hei tauira, ko ngā aromatawai me ngā maimoatanga whai tautoko, ngā whakahau ā-kōti ki te whakapuaki i te mōhihio mai i ngā kōnae, i ētahi atu pūkete rānei. I ēnei tūāhuatanga, me whakamōhio wawe atu te kaimātai hinengaro ki te tangata, ngā tāngata rānei, ina ka taea, o ngā tepe ki te matatapu.

(e) Te haumarutanga o te kiritaki, o te hunga tūmatanui: Ina whakapono te kaimātai hinengaro mā te whakapuaki-kore ka whakamōreatia tētahi kiritaki, tētahi kaiuru rangahau, tētahi atu tangata rānei, engari kāore i whiwhi whakaaetanga ki te whakapuaki, ka whakamahia e te kaimātai hinengaro te whakawā ngaio i ana whiriwhiringa ki te whati i te matatapu kāore rānei.

He Kōrero Whai Pānga: Me akoako ngā kaimātai hinengaro ki ngā hoamahi mātāmua ake i mua i tā rātou whakatau. Ko te tikanga i te mutunga iho, ka taea e rātou te whakamārama i tō rātou whakatau.

1.6.11. I te whakapuakitanga o ngā mōhihio e ai ki ngā whakaritenga i 1.6.10, ka tukua ngā mōhihio e ai ki ā rātou whakatau, e tika ana, e hāngai ana hoki ki tō rātou tūāhuatanga.

He Kōrero Whai Pānga: Me āta whakarite ngā kaimātai hinengaro e mārama pai ana te hunga whiwhi ki ngā tepe o ngā mōhihio kua oti te whakarato.

1.6.12. Me āta whakarite ngā kaimātai hinengaro ina whakamahia ngā mōhihio kiritaki, rangahau hoki/rānei e pā ana ki ngā tāngata, rōpū rānei i roto i ngā whakaputanga, ngā kauhautanga ako, kauhautanga tūmatanui rānei, ka whakamarumarutia te tuakiri o ngā kiritaki, o ngā kaiuru rangahau e whai wāhi mai rānei.

He Kōrero Whai Pānga: Hāunga ngā wā kua whiwhi whakaaetanga i runga i te mōhio mō te tautuhitanga me te kauhautanga ki te ao.

1.7. Te Whakaaetanga i Runga i te Mōhio:

Ngā Tauākī Uara:

E mārama ana ki ngā kaimātai hinengaro ko te whiwhi whakaaetanga i runga i te mōhio mai i ngā tāngata e mahi ana rātou he whakapuakitanga matua tonu tērā o te whakanui mō te tū rangatira o te tangata me te iwi.

Ngā Ritenga Mahinga:

1.7.1. Ka whakaae ngā kaimātai hinengaro ki te herenga ki te tiki, ki te whakawhiti whakaaro rānei mō te whakaaetanga i runga i te mōhio, i runga hoki i tētahi āhuatanga pūmau ki ngā mātāpono o tēnei tikanga.

He Kōrero Whai Pānga: He iti iho te mana o ētahi tāngata takitahi, o ētahi rōpū rānei i ētahi atu, ahakoa pūmau, rangitahi rānei, e waiho ai rātou i tētahi tūnga whakaraerae, e whakapiki ana hoki i te haepapa o ngā kaimātai hinengaro ki te whakamarumaru me te whakatairanga i ō rātou motika. I te kawenga o tēnei haepapa, ka whai ngā kaimātai hinengaro ki te mahitahi ki ngā tāngata e whakangārahu ana, e whakatinana ana hoki i ngā mahi tiaki e hāngai ana.

1.7.2. Ka whiwhi ngā kaimātai hinengaro i te whakaaetanga mārama tonu i runga i te mōhio mō ngā ratonga mātāi hinengaro ka whakaratoa, mō te urunga rānei ki te rangahau.

1.7.3. Ina mahi i te taha o te tangata, ngā tāngata rānei kāore e taea e ia te hoatu te whakaaetanga mārama, nā te heke o te mahinga roro, nā te pakeke, nā te kōaha ā-hinengaro, ā-ngākau hoki/rānei, me whai ngā kaimātai hinengaro i te whakaaetanga mai i ngā kaitiaki o te tangata. Me kimi hoki rātou i te whakaaetanga i runga i te mōhio ki tērā ka taea mai i te tangata pūmanawa iti, me te āta whakaaro ki ngā āhuatanga e pā ana ki a rātou ake.

He Kōrero Whai Pānga: Kei te kaimātai hinengaro te haepapa ki te tiki whakaaetanga mai i te tangata/umanga tōtika. Me whai tūāpapa ā-ture mō te whakaaetanga.

1.7.4. Ka āta whakarite ngā kaimātai hinengaro e hua mai ana te whakaaetanga i runga i te mōhio mai i tētahi whakaaetanga ki te mahi tahi, ā, ka whai i ngā hipanga tōtika ki te āta whakarite e kore te whakaaetanga e hoatu i raro i ngā āhuatanga o te akiaki, i raro rānei i te pēhanga i a rātou.

He Kōrero Whai Pānga: E mōhioitia ana he wā anō, i ētahi āhuatanga mahi, e tika ana kia whakahaere aromatawai ngā kaimātai hinengaro ahakoa ka tino uaua pea te whiwhi

whakaaetanga (ina koa te mahi whakamarumaru tamariki, ngā mahi e pā ana ki te whare whakawā hoki).

1.7.5. Ina mahi i te taha o te tangata, ngā tātanga rānei, ā, kāore e taea te rapu te whakaaetanga i runga i te mōhio mārama, ka haere tonu ngā kaimātai hinengaro i runga i ngā āhuatanga ā-ture o nāianei.

1.7.6. I te kohinga o te whakaaetanga i runga i te mōhio, me whai ngā kaimātai hinengaro ki te whakarato i ngā mōhiohio katoa ka whai hua ki te tangata, te whānau, te hapori whaitake, tūpato rānei e whakatau ana, e whakaae ana rānei ki tētahi ngohe.

He Kōrero Whai Pānga: Tae atu ki te whakatūpato ki ngā mōrea, tukunga iho torohū rānei.

1.7.7. I te kohinga o te whakaaetanga i runga i te mōhio, ka whakamāramatia ngā mōhiohio i tētahi momo reo e tino mārama ana, ā, ka hoatu i te wā e ngāwari ai te urupare a ngā kaiwhiwhi ki te mōhiohio. Ka ngana ngā kaimātai hinengaro ki te whai i ngā hipanga e tika ana kia mātua whakarite he mārama katoa ngā kōrero, kāore rānei.

He Kōrero Whai Pānga: Tae atu ki te hoatu i te mōhiohio ki tētahi reo kē, mēnā e hiahia ana.

1.7.8. . I te rapunga o te whakaaetanga i runga i te mōhio mō te whai wāhitanga ki te rangahau, ka āta whakarite ngā kaimātai hinengaro ka tutuki ngā tikanga me ngā mōhiohio kua whakaratoa ngā paerewa o te komiti matatika take ira tangata e hāngai ana.

1.7.9. Ka whakaae ngā kaimātai hinengaro tērā pea he okotahi, he tepe hoki/rānei ki te tangata, ki ngā tātanga rānei e hoatu ana i te whakaaetanga i runga i te mōhio tino mārama. Arā, ko ngā okotahi/tepe matua ko:

(a) Te hekenga o te mahinga roro: Ina whakawākia te tangata e kore e taea e ia te hoatu whakaaetanga i runga i te mōhio mārama.

He Kōrero Whai Pānga: I ēnei tūāhuatanga ka whakahaerehia ngā tikanga whakaaetanga i runga i te mōhio i te taha o te hunga kua whakamanatia ā-ture kia tū hei kanohi mō ē rātou painga (ina koa, ngā mātua o ngā tamariki, ngā kaitiaki ā-ture o ngā tātanga hauā ā-hinengaro).

(b) Te hiahia i runga i te whāwhai: Ina puta ake he tūāhua e kore rawa e tutuki, kāore rānei he take o te kimi whakaaetanga i runga i te mōhio i mua i te whakamamaetanga, i te wharanga rānei ki te tangata/ngā tātanga, te whānau, te rōpū hapori rānei ki

tētahi atu tāngata rānei.

(c) Ngā herenga ā-ture: Ina whakatakatoria ā-ture ngā mahi a te kaimātai hinengaro.

He Kōrero Whai Pānga: Pērā i ngā maimoatanga, i ngā aromatawai rānei kua kirimanatia e ngā Kōti (ina koa, ērā ka whakahaeretia i raro i ngā ture taihara, hauora hinengaro, whānau rānei). Ka whakamōhio atu ngā kaimātai hinengaro i te kiritaki ki ēnei tepe i te tīmatatanga o ā rātou mahi (tirohia 1.6.4).

He Kōrero Whai Pānga : Hei wāhi o tēnei, engari kāore e whakawhāititia mai ana ki ēnei, ko te tipakotanga o ngā tikanga me ngā taputapu whai tūnga pūtaiao pūmau, o ngā tikanga whai mana, whai hāngaitanga ā-ahurea hoki, ā, kua whakangungua anō hoki te kaimātai hinengaro ki te whakahaere. Mēnā he āwangawanga e pā ana ki te tika me te whaikiko o tētahi tikanga aromatawai, e puta mai ana i ōna tukanga whakahaere, i ōna āhuatanga noa, i tana tohutoro-rohe, me āta whakaatu mai kia tino mārama te kite i roto i ngā pūrongo.

MĀTĀPONO 2

Te Atawhai Whai Haepapa

Ko te mahinga o te mātai hinengaro he whakatairanga i te oranga. I te kōkiritanga o tēnei whāinga, ka whakaaturia e ngā kaimātai hinengaro he whakaaro mō te oranga o te hunga kei raro i ō rātou parirau, ā, ka whai whakaaro hoki ki ngā kaihautū ā-hapori, kaihautū ā-whakahaere hoki, e tautoko ana i tō rātou tū hei kaimātai hinengaro. He haepapa matua kei ngā kaimātai hinengaro ki te whakamarumaru i te oranga o te hunga kei te mahi tahi ki a rātou. Ka mārama rātou he whakaraerae pea te tū a te tangata, a te whānau, a ngā rōpū, a ngā hapū/iwi, a ngā hapori rānei. I Aotearoa, ka whakatakotoria e te Tiriti o Waitangi he anga mō te atawhai whai haepapa i waenga i ngā tāngata e rua, te tangata whenua (arā, ko te Māori) me te hunga ehara i te Māori.

2.1. Te Whakatairanga i te Oranga:

Ngā Tauākī Uara:

Ka mārama ki ngā kaimātai hinengaro ko te whakamārama matatika taketake o tō tātou pekanga, kia whaihua āna ngohe ki ngā mema o te porihanga, kia kua rawa rānei e whakamamae.

Ngā Ritenga Mahinga:

2.1.1. Ka aromatawaitia e ngā kaimātai hinengaro ngā mamae, ngā whaihua torohū hoki i roto i ā rātou mahi, hei matapae i te putanga mai o ēnei momo āhuatanga, ā, ka haere tonu i runga i te mōhio anake he nui ake ngā hua i ngā whakamamae torohū. Ka whai rātou ki te whakatika i ngā pānga whakamamae kua puta ake nā ā rātou mahi.

He Kōrero Whai Pānga: Te mea nui te māramatanga o ngā hiahia ahurea me te mihi whakaae anō hoki kei roto katoa ērā tūmomo mōhiohio nō ngā wāhanga katoa o te mahi a te kaimātai hinengaro.

2.1.2. Ka whakamahia e ngā kaimātai hinengaro ko ngā whakataunga, ngā rautaki whai hua hoki mā te hunga e āwhinatia ana e rātou.

2.1.3. Ka tīpako ngā kaimātai hinengaro e whakahaere ana i ngā aromatawai mātai hinengaro i ngā tikanga, i ngā taputapu hoki e hāngai ana, ā, e taea ana hoki e rātou te whakamārama te whakamahinga me te whakamāramatanga o aua taputapu.

2.1.4. I te whakaputanga ā-pūrongo o ngā kitenga aromatawai, ki ngā kiritaki, ngā kaiuru rangahau, me te hunga ngaio hoki/rānei, me whakarato ngā kaimātai hinengaro i ngā whakamārama e hāngai ana o ngā kitenga, ngā whakamāramatanga me ngā here. Ka whakapau kaha rātou kia āta whakaritea kia kore ai ēnei e whakamahia kinotia.

He Kōrero Whai Pānga :

(a) I te nuinga o te wā e kore ngā raraunga kāore anō kia whakamāramatia e tukuna ki ngā tāngata kāore i whakangungua rawatia ki te whakamahinga me te whakamāramatanga o ngā taputapu.

(b) Mō te āhua ki ngā tamariki/te hunga taiohi, me mārama anō ka nui pea te rerekē haere i roto i tō rātou whanaketanga. Ko ngā tapanga e pā ana ki te taumata o ō rātou pūkenga, tō rātou mātauranga ā-ngākau rānei ka mau tonu pea ki a rātou, ā, e whakataute pea i tō rātou kaha kia pakeke ā-ngākau hei ngā rā kei te tū mai. Kia tūpato te whakamahinga o ngā tapanga whakatau.

2.1.5. Kāhore ngā kaimātai hinengaro e tautapa ngohe ki ngā tāngata pūkenga-kore ki aua mahi.

2.1.6. Mehemea kei waho atu o te tohungatanga o te kaimātai hinengaro ngā hiahia a te kiritaki, ka tukuna te kiritaki e te kaimātai hinengaro ki ētahi atu ratonga e hāngai ana.

He Kōrero Whai Pānga: Mēnā ka tukuna tētahi kiritaki ki tētahi hoamahi, ki tētahi atu tangata ngaio rānei, ka haere tonu te whakapā, te tautoko me te haepapa mō te manaakitanga a te kaimātai hinengaro tae rawa ki te wā ka tīmata te kiritaki i te taha o tētahi hoamahi, o tētahi atu tangata ngaio rānei.

2.1.7. Ina tīmata he hononga ngaio, ka haere tonu ngā ratonga a te kaimātai hinengaro tae atu ki te poronga tika o te hononga. Kia tika te poronga o te hononga ngaio, me te aro nui ki ngā hiahia o te kiritaki.

2.1.8. Ina kitea kāore i te whaihua ki te kiritaki, ka tīmata te kaimātai hinengaro i te poronga o te hononga ngaio.

He Kōrero Whai Pānga: I te poronga pērā o tētahi hononga ngaio, ina taea, me whakawhitiwhiti kōrero ki te kiritaki. Ina hāngai, ka hoatu awhina ki te kiritaki ki te kimi puna awhina kē.

2.1.9. I te hononga ngaio, e kore te kaimātai hinengaro e whakatupu i te

whakawhirinakitanga ki te kaimātai hinengaro anō.

He Kōrero Whai Pānga: E pā ana tēnei ki ngā kiritaki, ngā kaimahi i raro i tōna maru, me ngā akonga.

2.1.10. He matatika kore ngā hononga taera ki ngā kiritaki, ngā tāngata i raro i tōna maru, ngā akonga hoki/rānei. Kāhore e whakatenatena e uru rānei te kaimātai hinengaro ki te hononga taera i te wā o te hononga ngaio, i muri rānei, arā, i te wā kei te whakaawetia pea ngā whakataunga whakaaro whaiaro o te tangata e te hononga mana.

He Kōrero Whai Pānga: Kāore e tika ana kia poroa he hononga ngaio hei whakarite i tētahi hononga tāpui te take.

2.1.11. Ka whai ngā kaimātai hinengaro ki te aukati i ngā ngohe whakamamae a ētahi atu kaimātai hinengaro, tangata ngaio rānei.

He Kōrero Whai Pānga: Ina kitea ake ēnei ngohe e ngā kaimātai hinengaro, ko ngā mahi ka taea e te kaimātai hinengaro ko te: kōrero ōpaki ki te kaimātai hinengaro, ki tētahi mema o tētahi atu rōpū ngaio rānei, te tuhituhi ōkawa i ngā āwangawanga, te tiki i ngā mōhihio tōkeke, ā, mēnā ka taea ko te tono whakaae ka mutu te tūkino, ka whakatikangia rānei, te tuku pūrongo ki te whakahaere whakarite tikanga e hāngai ana, ki tētahi mana, komiti hoki/rānei māna hei whai.

2.1.12. Ka mahi nui ngā kaimātai hinengaro i ngā mea katoa e tika ana hei aukati, hei whakatika rānei i ngā mahi hē a ētahi atu mehemea ko te hua o aua mahi ko te tūkino, ko te mate rawa rānei.

He Kōrero Whai Pānga: Hei wāhi o tēnei mahi ko te tuku kōrero ki ngā mana e tika ana (ina koa ngā pirihimana) te tangata rānei i whakaarotia koia ka whara e aua mahi tūkino, ētahi atu tāngata e hāngai ana rānei, ā, ka mahia tonutia tēnei ahakoa he hononga matatapu kei roto. (tirohia 1.6.10).

2.1.13. Ina mōhio te kaimātai hinengaro e haere ana te kiritaki ki ētahi atu kaiwhakarato, ka ngana rātou ki te whakarato ngātahi i ngā ratonga i roto i te wā kia kore ai e tuaruatia, e taupatupatu rānei ngā mahi.

He Kōrero Whai Pānga: Me whakanui i ērā tūmomo tautapatanga mā te whakapainga o ngā pūkete me te whakawhitiwhiti kōrero ki ētahi atu kaiwhakarato ratonga i roto i ngā here o te matatapu me te whakaaetanga. (tirohia i 1.6.9).

2.2. Te Kaiakatanga:

Ngā Tauākī Uara:

Ka whai ngā kaimātai hinengaro ki te tareka me te pupuri i te tohungatanga.

Ngā Ritenga Mahinga:

2.2.1. Ka whai ngā kaimātai hinengaro kia eke, kia ū hoki ki ngā taumata tika o te mātauranga me ngā pūkenga e taea ai te mahi tētahi wāhanga ake.

2.2.2. Ka mārama ki ngā kaimātai hinengaro ngā tepe o tō rātou ake kaiakatanga me te whakarato anake i ērā ratonga e mātau ana rātou, e ai ki tō rātou mātauranga, whakangungutanga, wheako i akona i raro i tētahi atu, ki te wheako ngaio e hāngai ana rānei.

2.2.3. Ka mahi ngā kaimātai hinengaro i ngā wāhanga hou o te mātai hinengaro, ka whakamahia rānei ngā āhuatanga hou, i muri i te whai i te akoranga e hāngai ana, i te whakangungu, i te whakahaere, i te akoako hoki/rānei mai i ngā tāngata e matatau ana ki ērā wāhanga, ērā āhuatanga rānei.

2.2.4. Ka whakamahi, ka whakawhirinaki rānei i ngā mātauranga e ahu mai ana i te ao pūtaiao, i te ao ngaio rānei, ā, ka taea e rātou te whakamārama ā rātou whakataunga ngaio, ngohe hoki i runga anō i ngā mātauranga mātai hinengaro o nāianei me ngā paerewa mahinga.

He Kōrero Whai Pānga: E mōhio ana ngā kaimātai hinengaro ki ngā ture e hāngai ana; kei te mōhio ki ngā mātauranga e hāngai ana, ngā pūkenga, ngā āhuatanga me ngā huarahi rangahau, mā te pānuitanga o ngā pānui e hāngai ana, te akoako ā-hoa, me te mātauranga haere tonu, mā ngā ngohe whakangungu, e tōtika ai ā rātou ratonga, ngohe rangahau, whakatau anō hoki.

2.2.5. Ka whai ngā kaimātai hinengaro kia aro rātou he pēwhea ō rātou ake wheako, waiaro, ahurea, whakapono, uara, horopaki pāpori, rerekētanga ā-kiri, aronga hoki, e whakaawe i ā rātou whakawhiwhitinga ki ētahi atu, ā, me pēhea hoki e taea ai te tuitui i tēnei mōhiotanga ki roto i ngā anga katoa o ā rātou mahi.

2.2.6. Ka tirotirohia auautia ngā kaimātai hinengaro, ka whakahaeretia auautia hoki he aromātai o ā rātou mahi e taea ai te āta whakarite i ngā ratonga whai kounga.

2.2.7. Kei ngā kaimātai hinengaro te haepapa ki te aroturuki i tā rātou āhei ki te mahi i runga i te whaihua hei karo i ngā tūāhuatanga ka hua ake pea, arā, kei hē te whakawāwā e whakrarururu ai i tā rātou āhei ki te mahi i runga i te haumarū. Ka whai āwhina e hāngai ana, ka mutu ana mahi pūtaiao, ngaio hoki/rānei mō te wā e hāngai ana mēnā ka puta ake he āhuatanga ā-tinana, ā-hinengaro rānei e whakaiti ana i te āhei ki te mahi i runga i te whaihua me te whakapūmau i te mahinga haumarū.

He Kōrero Whai Pānga: Ko ētahi momo āhuatanga ko te whakapaunga kaha, ko ngā waranga, te hauātanga whiwhi, te pouritanga mai i ngā āhuatanga nui i tōna ao, me ētahi atu.

2.3. Te Whāinga Wāhi Hohe:

Ngā Tauākī Uara:

Ka mārāma ki ngā kaimātai hinengaro me hohe te whai wāhi atu o ngā kiritaki ki ngā whakataunga ka pā ki tō rātou oranga.

Ngā Ritenga Mahinga:

2.3.1. Ka whakaratoa te mōhiotia tika, te wā me te tautoko e ngā kaimātai hinengaro ki ngā kiritaki hei tautoko i te whai wāhi ā-tinana atu ki ngā whakataunga ka pā ki tō rātou oranga. Kei roto i ēnei mōhiotia ko ngā aromatawai o ngā whaihua me ngā mamae ka puta mai pea kia mōhio ai rātou ki ngā hua o te mahi me te kaimātai hinengaro.

He Kōrero Whai Pānga:

(a) Hei konei pea ko ngā hua kino pea pērā i te whakarangunga o ngā hononga whānau, te āta pōturitanga rānei o te tinana, me te hinengaro pea mō tētahi wā poto, me ētahi atu. Tirohia wāhanga 1.7 mō te whakaaetanga i runga i te mōhio.

(b) Me whakatenatena ngā kaimātai hinengaro i ngā tamariki/te hunga taiohi me ētahi atu kiritaki whakaraerae ki te whai wāhi atu ki ngā whakataunga e ai ki ō rātou ake pūkenga ā-hinengaro, ā-ngākau hoki.

2.4. Te Whakaraeraetanga :

Ngā Tauākī Uara:

Ka āta whai ki te whakarato ngā kaimātai hinengaro i te manaakitanga whai haepapa ki ngā tāngata takitahi me ngā rōpū kei te noho pōhara, e pēhia ana hoki/rānei.

Ngā Ritenga Mahinga:

2.4.1. Ka mārama ki ngā kaimātai hinengaro te whakaraerae o ētahi tāngata, rōpū, haporī hoki, ā, ka mahi i tētahi ngohe e tika ana e hāngai pū ana hoki ki tēnei.

He Kōrero Whai Pānga: Ka mārama ki ngā kaimātai hinengaro ka puta ake pea te whakaraerae motuhake me ngā pēhitanga ā-tōrangapū, ā-pāporī rānei, ā-pakeke, ā-pūtakenga matawaka, ā-pūmanawa ki te whakawhitiwhiti kōrero, ā-whakararu ā-karu, ā-taringa rānei, ā-tūnga ōhanga me te hiahia mō te tautoko mai a ētahi atu.

2.4.2. Ka mārama ngā kaimātai hinengaro ka whakapikitia te whakaraerae i runga i ngā āhuatanga ahurea kāore e mōhiotia ana, i te reo rerekē, i te kupu rerekē, i te waipukengia e te nui rawa o ngā kaimahi, i te iti hoki/rānei o te tautoko taunaki mai.

He Kōrero Whai Pānga: Me mārama ngā kaimātai hinengaro me whai tāngata tautoko, tāngata taunaki, kaiāwhina, taputapu hoki, he wāhi e wātea ana me ngā kaiwhakamāori ā-waha mēnā kua tohua, ina mahi koe me ngā tāngata whai hauātanga. (Tirohia hoki a 1.4.1).

2.4.3. Ka whai ngā kaimātai hinengaro ki te whakarite i te tautoko mā ngā tāngata, rōpū, whānau, haporī hoki hei whakaheke i tō rātou whakaraerae.

2.4.4. Ina kāore e taea ngā whakaraerae te whakaheke me kimi huarahi e taea ai te whakaraerae te whakangāwari i roto i ā rātou mahi i te taha o ngā tāngata, rōpū, whānau, haporī rānei.

2.4.5. Me waiho ngā kaimātai hinengaro i ngā rautaki whakakonekone hei hipanga whakamutunga, arā, mō muri hoki i ngā mahi ki te tautuhi i ētahi atu mahi kē, he iti iho te whakararu. Ina whakamahia ngā rautaki whakakonekone me puta ake ēnei i roto i te horopaki o tētahi hōtaka whakataunga huapai.

He Kōrero Whai Pānga: Mēnā ka taea, me rapu whakaaetanga i runga i te mōhio (tirohia 1.7). Me haere tonu te aromātai me te whakahaeretanga hei āta whakarite he mea tōtika ngā rautaki whakakonekone.

2.5. Ngā Tamariki/te hunga taiohi:

Ngā Tauākī Uara:

Ka mārama ngā kaimātai hinengaro ki te tūnga whakaraerae o ngā tamariki.

Ngā Ritenga Mahinga:

2.5.1. Ka āta tiroiro ngā kaimātai hinengaro ki te taumata whakawhanaketanga o ngā tamariki/te hunga taiohi, ā, ka kore rawa e mahi nanakia ki a rātou ahakoa te aha.

He Kōrero Whai Pānga: Me whakarato ngā kaimātai hinengaro e mahi ana i te taha o ngā tamariki/te hunga taiohi i ngā āhuatanga e hāngai ana kia wātea mai ai ētahi atu tikanga whakawhitiwhiti kōrero anō.

2.5.2. I ngā rangahau i te taha o ngā tamariki/ taitamariki ka āta haere ngā kaimātai hinengaro kia rapu i te whakaaetanga i runga i te mōhio mai i ngā kaitiaki me te whakaaetanga mai i te tamaiti/taitamariki.

2.6. Te Oranga o te Hunga e Rangahautia ana:

Ngā Tauākī Uara:

I te whakahaerenga o ngā rangahau ka mārama ki ngā kaimātai hinengaro ko te hiahia matatika matua ka whai hua āna ngohe rangahau ki ngā mema o te porihanga, ka kore rawa rānei e whakamamae.

Ngā Ritenga Mahinga:

2.6.1. Ka whakahaerehia e ngā kaimātai hinengaro te rangahau e tika ana ā-matatika, ā, e eke ana ki ngā paerewa o nāianei mō te tika o te hoahoa rangahau.

2.6.2. Ka tuku ngā kaimātai hinengaro i ā rātou kaupapa mō te arotake matatika ki tētahi komiti arotake whai matatika kua oti te whakatau i runga i te tika.

He Kōrero Whai Pānga: Me whai ngā kaupapa matatika i ngā tauākī urupare ki ngā mātāpono Tiriti o te tū ngātahitanga, o te whai wāhitanga, o te whakamarumarutanga hoki, ā, me taurite hoki ki te whanaketanga Māori.

2.6.3. Kāore e whakamahia e ngā kaimātai hinengaro ngā tikanga rangahau mēnā ka whakararu kino i ngā kaiuru.

2.6.4. Ka whai ngā kaimātai hinengaro i ngā hipanga whaitake ki te whakamarumaru i ngā kaiuru rangahau mai i te auhi, i te mōrearea rānei ā-tinana, ā-hinengaro hoki.

He Kōrero Whai Pānga: Mēnā kei te tū tonu ngā mōrea o aua hua, ā, ka hoatu ngā kaiuru i tā rātou whakaheke i runga i te mōhio ki tō rātou urunga ki te rangahau, me āta whakapau kaha ki te whakaheke i aua tūmomo mōrea..

2.6.5. Ka āta whakaaro ngā kaimātai hinengaro ki te pangore whakawhanaketanga o ngā tamariki, ā, kāore e apo, e raweke i ō rātou whakaaro i te wā e whakahaeretia ana ngā mahi rangahau.

He Kōrero Whai Pānga: Kei roto i tēnei ko te āta whakaaro ki te whakaraerae o ngā tamariki ki te mana, me te hiahia motuhake kia kua rawa e whakaruhi i ō rātou whakapono.

2.6.6. Kei ngā kaimātai hinengaro te haepapa ki te patapatai i ngā kaiuru rangahau, ā, me te mahi i runga i tētahi āhuatanga e kite ai mēnā kua whakararu rātou. Ka whai rātou ki te whakatikatika i aua tūmomo mamae.

He Kōrero Whai Pānga: Me tino mārama ērā tūmomo whakawhitiwhitinga kōrero.

2.6.7. Ka whai ngā kaimātai hinengaro ki te whakawhitiwhiti kitenga o te rangahau ki ngā kaiuru mā ngā huarahi ka whai uara, ka whakanui hoki i tō rātou takoha.

2.7. Ngā Kararehe:

Ngā Tauākī Uara:

Me ngākau atawhai te maimoatanga me te whakamahinga o ngā kararehe e ngā kaimātai hinengaro i ā rātou rangahautanga, whakaakoranga hoki.

Ngā Ritenga Mahinga:

2.7.1. Ka whakahaerehia e ngā kaimātai hinengaro te rangahau me ngā kararehe e tika ā-matatika ana, ā, e eke ana ki ngā paerewa o nāianei mō te tika o te hoahoa rangahau.

He Kōrero Whai Pānga: Me aro atu, me mau hoki ngā kaimātai hinengaro ki ngā take ture e hāngai ana ki ā rātou ngohe i tā rātou whakaakoranga, rangahau hoki e whai kararehe ana.

2.7.2. Ka tuku ngā kaimātai hinengaro i ā rātou kaupapa mō te arotake matatika ki tētahi komiti arotake whai matatika kua oti te whakatau i runga i te tika.

He Kōrero Whai Pānga: Ko te tikanga e taea ai e ngā kaimātai hinengaro e whakamahia ana i ngā tikanga ka whakamamae pea i ngā kararehe te whakamārama i aua tūmomo mōrea i runga i ngā whakatau pūtaiao ki tētahi komiti matatika e hāngai ana.

MĀTĀPONO 3

Te Ngākau Tapatahi i ngā Hononga

Ko ngā hononga ka waihangatia e ngā kaimātai hinengaro i roto i ā rātou mahi kei te whakatinana i ngā manakohanga mārama, ngākau kotahi hoki o te ngākau tapatahi, he mea nui tērā ki te kōkiringa o te mana pāpori, o te mātauranga pūtaiao ki te whakapainga o te ngākau titikaha tūmatanui hoki ki te pekanga o te mātai hinengaro. Kei roto i ngā manakohanga o te mahinga ngaio ko: te whakanui, ko te tōtikatanga me te ngākau pono; te puaretanga, te whakapainga o ngā taupā e hāngai ana, me te karohanga o ngā taupatupatu pānga mahi. Ka whai ngā kaimātai hinengaro ki te mahi tika i roto i ō rātou hononga ki ētahi atu. I Aotearoa, ka whakaratoa e te Tiriti o Waitangi he anga mō te ngākau tapatahi i ngā hononga i waenga i ngā iwi e rua, te tangata whenua (arā, ko te Māori) me ērā ehara i te Māori.

3.1. Te Ngākau Pono:

Ngā Tauākī Uara:

Ka mārama ngā kaimātai hinengaro i raro i te kaupapa o te ngākau tapatahi, kia pono anō te ngākau i roto i ngā hononga. Ko tā te ngākau tapatahi he āta whakarite kia tōtika, kia kotahi, kia mahuki ngā kaimātai hinengaro i ngā āhuatanga katoa o ā rātou mahi.

Ngā Ritenga Mahinga:

3.1.1. Ka āta whakaaturia mārire e ngā kaimātai hinengaro ō rātou ake tohu mātauranga, mātauranga, wheako, matatau, me ngā tūhononga, i roto i ngā whakawhitiwhitinga ahakoa ā-waha, ā-tuhi, ā-tā rānei, me ērā o ētahi atu.

3.1.2. Ka āwhina ngā kaimātai hinengaro i te hunga tūmatanui ki te whakatau i ngā whiringa i runga i te mōhio ki te kounga me te momo ratonga ka whakaratoa.

3.1.3. . Ka āta whakarite ngā kaimātai hinengaro ka tautokona ngā kerēme, ngā whakatau whakamutunga rānei e tētahi paerewa taunakitanga e whakaaetia ana e te kāhui ngaio. Mēnā he whakaputanga whakaaro noa iho ka āta tohua.

He Kōrero Whai Pānga: Ko te tikanga ka taea e ngā kaimātai hinengaro te whai whakaaro ki te takenga mai o ngā whakaaro ka whakaputaina.

3.1.4. Me whakahaere ngā kaimātai hinengaro e mahi ana i ngā rangahau i ngā tirohanga puare, pono, tōkeke hoki.

He Kōrero Whai Pānga: Ka tutuki tēnei paerewa mā te tipakonga me te whakawhanaketanga o ngā tikanga rangahau e hāngai ana, te whakarato i ngā tauāki o ngā whakapae matua, te whakapuakitanga o ngā painga (ina koa, te whakaingoa i ngā whakahaere tuku pūtea, te hunga nā rātou te rangahau i tono hoki/rānei), te rapu auau, tūturu hoki i te ārahitanga mai i ngā tāngata whai mōhio, ā, mā te whakapuakinga arotau, tōtika hoki o ngā kitenga rangahau ki te hāpori ngaio, pūtaiao hoki.

3.1.5. Ka whai ngā kaimātai hinengaro ki te karo i te mahi tinihanga i roto i ā rātou mahi. Ina ka mate ki te whakamahi i te tinihanga, me rapu ngā kaimātai hinengaro i tētahi arotake matatika, tūtahi, hāneanea hoki o ngā mōrea ki te tūmatanui, ki ngā tāngata takitahi rānei, i mua i te whakataunga kia haere tonu.

He Kōrero Whai Pānga: Ko te tikanga e āhei ai kia whakamahia te tinihanga hei ngā whakawaiwai ki ngā kiritaki, mehemea e tino tika ana i runga i te kaupapa o te haumarutanga. Me puta ake te tinihanga i te rangahau ina kāore he kōwhiringa tinihanga-kore kē, kua rapua hoki te whakaaetanga i mua i te urunga, ā, ina patapataingia i muri i te urunga hei whakaatu i te tinihanga me tōna pūnga tonu. Me mārama ki ngā kaimātai hinengaro he mea whakamamae i ngā tāngata whakaraerae te tinihanga tonu, tae atu ki ngā tamariki/ te hunga taiohi.

3.1.6. He tika, he paruhi, he mārama te kaimātai hinengaro i te pūrongoatanga o ngā aromatawai, ngā aromātai me ngā kitenga rangahau, ā, i runga hoki i te āhuatanga whakatenatena i te matapakinga haepapa.

3.1.7. Ina ka tuku pūrongo ngā kaimātai hinengaro, ā, ka kitea he mea hē, he mea whakakotiti rānei, ka whai i ngā hipanga whaitake katoa rātou ki te whakatikatika i te hapa i roto i te wā poto.

3.1.8. I roto i ā rātou whakaputanga me hoatu mihi tika ngā kaimātai hinengaro ki ngā pūtākanga o ngā whakaaro, o ngā mōhiohio anō hoki.

He Kōrero Whai Pānga: Me whakaata tika ngā mihi/whakapai kaituhitanga matua, whakaputanga atu anō hoki i ngā takoha pūtaiao, ngaio hoki o ngā tāngata takitahi i whai wāhi mai, ahakoa tō rātou tūnga. Ko te tikanga ka whakarārangihia te ingoa o tētahi akonga hei kaituhi matua i runga i tētahi tuhinga kaituhi-maha kei te whai tūāpapa mai i tana tuhinga whakapae.

3.1.9 Kāore e whakatakotoria e ngā kaimātai hinengaro ngā wāhanga nui, ngā raraunga rānei mai i ngā mahi a tētahi atu, ānō nei nāna ake te mahi.

3.1.10. Ka whakamōhio atu ngā kaimātai hinengaro ki ā rātou kiritaki, ki ngā kaiuru rangahau hoki/rānei mō te mōhiohio e rapu mai ana, e pā ana rānei ki ā rātou, ka pēhea te whakamahi, mēnā ka whakamahia, mēnā/pēhea ka wātea hoki/rānei ki ā rātou.

He Kōrero Whai Pānga: Ko te tikanga me whai wāhi atu ngā tāngata ki ngā mōhiohio i kohikohia ai mō rātou, hāunga ngā wā he tino take anō hei pupuri i ngā mōhiohio. Ko tētahi pea o ngā take e pērā ai, ko ngā pūrongo ki tētahi hunga-tuatoru (ina koa, i te Kōti ā-Whānau).

3.1.11. Ka mahi ngā kaimātai hinengaro ki te whakatutuki i ngā ki taurangi me ngā whakaae tahitanga katoa i ngā kirimana ā-tuhi, ā-waha rānei, ahakoa ngā uauatanga, me ngā uauatanga whawhati tata.

3.1.12. Ko whakamōhio atu ngā kaimātai hinengaro ki ngā kiritaki me ngā kaiuru rangahau o ngā tikanga amuamu e hāngai ana.

3.2. Ngā Uara Whaiaro:

Ngā Tauākī Uara:

Ka whakanikoniko ngā kaimātai hinengaro i te ngākau tapatahi i roto i ngā hononga mā te āhukahuka, ā, i ngā wāhi e hāngai ana, mā te whakapuaki i ō rātou uara, whakapono hoki.

Ngā Ritenga Mahinga:

3.2.1. Ka whai ngā kaimātai hinengaro kia mōhio rātou ki ō rātou uara, whakapono whaiaro, ā, ka pēhea hoki te pānga o ēnei ki ā rātou mahi.

He Kōrero Whai Pānga: Tirohia hoki a 2.2.5 me 2.2.6.

3.2.2. Ka āta whakarite ngā kaimātai hinengaro kia kore ai ō rātou ake uara, whakapono whaiaro hoki e tāmi i ērā e mahi ana i ō rātou taha.

3.3. Te Hanganga i ngā Hononga:

Ngā Tauākī Uara:

Ka waha ngā kaimātai hinengaro i te haepapa ki te pupuri i te hanga e tika ana i ngā hononga ki ngā tāngata me ngā iwi e mahi ana i tō rātou taha.

Ngā Ritenga Mahinga:

3.3.1. Ka āta whakamārama rawa ngā kaimātai hinengaro i tō rātou tūranga, i ō rātou haepapa anō hoki ki ngā tāngata e mahi ana i tō rātou taha.

3.3.2. Ka pupuritia e ngā kaimātai hinengaro ngā taupā e hāngai ana ki te hunga e mahi ana i tō rātou taha, ā, ka āta whakaarotia anō hoki ā rātou mahi kia mau ai tō rātou mana tūranga.

3.4. Ngā Papā Pānga Mahi:**Ngā Tauāki Uara:**

Ka whakaae ngā kaimātai hinengaro he whakatuma ngā papā pānga mahi ki te ngākau tapatahi o ngā hononga.

Ngā Ritenga Mahinga:

3.4.1. Ka whai ngā kaimātai hinengaro ki te karo i ngā hononga tōrua mō te tūpono puta ake o ngā papā pānga mahi.

3.4.2. Mēnā kāore e taea ngā hononga tōrua te karo, ka tautuhitia e ngā kaimātai hinengaro ngā papā pānga mahi torohū, ā, ka whai ki te mahi i ngā mahi katoa e tika ai te take hei painga mā ngā rōpū katoa.

3.4.3. Kāore ngā kaimātai hinengaro e mahi nanakia i roto i ngā hononga mahi ahakoa te hononga hei āwhina i ō rātou ake painga ā-whaiaro, ā-pakihi rānei.

He Kōrero Whai Pānga: Ko ngā hononga mahi ka uru mai ki tēnei ko ērā ki ngā kiritaki, ngā kaiuru rangahau, ngā akonga, ngā kaiwhakawhiwhi mahi, me ngā kaimahi e whakahaeretia ana e rātou ake.

MĀTĀPONO 4

Te Mana Pāpori me te Haepapa ki te Porihangā

Ka mahi te mātai hinengaro hei pekanga ki te whakatairanga i te oranga o te porihanga. I Aotearoa, ko te tuhinga mātāpuna o te mana pāpori ko te Tiriti o Waitangi. He haepapa kei ngā kaimātai hinengaro, ā- tangata takitahi, ā-rōpū hoki, ki te hapori, ki te porihanga whānui anō hoki. Ko te mātāpono o te Mana Pāpori ko te whakaaro ki te nui o te mana me te awe o ngā kaimātai hinengaro e pā ana ki ngā tāngata takitahi me ngā rōpū hoki i roto i ngā hapori ka whai wāhi atu ai ngā kaimātai hinengaro, ā, i tētahi horopaki whānui ake hoki. Ko te tikanga o tēnei ko te kauhau me te wero atu ki ngā āhuatanga me ngā whanonga noa a te porihanga e tangohia ai te mana o te tangata i ngā taumata whakawhitiwhitinga katoa.

4.1. Te Oranga Porihangā:

Ngā Tauākī Uara:

Ka whakapikitia ngā mātauranga mātai hinengaro, ā, ka whakamahia te mātai hinengaro, mō ngā āhuatanga e whakatairangatia ai te oranga o te porihanga.

Ngā Ritenga Mahinga:

4.1.1. Mō ngā take porihanga, ka āta whai ngā kaimātai hinengaro ki te whakapiki mōhio mā te pānui e whaitake ana, te akoako ā-hoa me te whai tonu i te mātauranga.

He Kōrero Whai Pānga: I roto i te horopaki o tēnei tikanga, ko ngā hanganga me ngā kaupapahere e whai ana i ngā take whaihua ka tautuhitia e rite ana ki te tautoko me te whakaata o te whakanui mō te tū rangatira o ngā iwi, te āwangawanga/whakaaro hohe, te ngākau tapatahi i ngā hononga, me te haepapa ki te porihanga.

4.1.2. Kei te aro ngā kaimātai hinengaro ki ngā hiahia, ki ngā take o te wā, me ngā raruraru o te porihanga, ā, ka aro hoki ki aua hiahia i roto i ā rātou mahi.

He Kōrero Whai Pānga: Kei roto i tēnei, engari kāore e whāiti mai ana ki ēnei hei whakatau i:

- (a) ngā pātai rangahau hei whakautu
- (b) ngā ratonga hei whakawhanake
- (c) ngā mōhiohio hei kohikohi
- (d) te whakamāramatanga o ngā hua, o ngā kitenga rānei

4.1.3. He haepapa kei runga i ngā kaimātai hinengaro ki te whakaputa kōrero i runga i tētahi whanonga e mau pūmau ana ki ngā mātāpono e whā o tēnei Tikanga, mēnā kei a rātou te mātauranga ngaio e pā ana ki ngā tino take ā-porihanga e mātaitia ana, e matapakina ana rānei.

4.1.4. He tūpato ngā kaimātai hinengaro ina pūrongotia ngā hua o tētahi mahi ahakoa te mahi, hei whakaheke i te tūpono ka awakatia, ka hē rānei te whakamahinga i te whakawhanaketanga o te kaupapahere pāpori, ngā waiaro me ngā tikanga.

He Kōrero Whai Pānga: Me tino tūpato ina pūrongotia ngā kitenga o ngā mahi mō ngā rōpū whakaraerae.

4.1.5. He haepapa kei runga i ngā kaimātai hinengaro ki te whakaputa kōrero i runga anō i te noho pūmau ki ngā mātāpono e whā o tēnei Tikanga, mēnā e whakapono ana rātou ko ngā kaupapahere, ngā tikanga, ngā ture ārahi rānei o ngā hanganga pāpori kei reira rātou e mahi ana, kei te arokore, kei te whakahē rānei i ngā mātāpono ahakoa te mātāpono o tēnei Tikanga.

4.1.6. Kāhore ngā kaimātai hinengaro e takoha atu, e mahi i te rangahau ka whakatairanga, kua whakarite rānei mō te whakamahinga, mō te whakamamae i te tangata, te whakawhanaketanga o ngā rākau kua rāhuitia, te patunga o te taiao, tētahi/ētahi atu ture rānei e takahi ana i te ture ā-ao whānui.

4.2. Te Whakanui mā te Porihanga :

Ngā Tauākī Uara:

Ka mārama ngā kaimātai hinengaro me mōhio rātou ki ngā hanganga me ngā tikanga o ngā hāpori kei reira rātou e mahi ana.

Ngā Ritenga Mahinga:

4.2.1. He tuwhera ngā kaimātai hinengaro ki ngā tepe o ō rātou mātauranga e whaitake ana, ā, ka rapu i te whakangungu e tika ana e pā ki ngā tikanga me te ahurea o te rōpū e mahi ana rātou.

4.2.2. Ka whiwhi mātauranga hāneanea o te ahurea, te hanganga pāpori me ngā tikanga o te hāpori ngā kaimātai hinengaro i mua i te tīmatatanga o ngā mahi matua i reira, ā, he kawenga ngaio hoki tō rātou ki te whiwhi ārahitanga mai i ngā mema e tika ana o te

hāpori.

He Kōrero Whai Pānga: Te tikanga ka kimihia tēnei mātauranga, ārahitanga hoki i mua i te tīmatatanga o ngā mahi ki tētahi wāhi e tauhou ana te kaimātai hinengaro ki te ahurea, he iti rānei tana mōhio.

4.2.3. Ka whai ngā kaimātai hinengaro i ngā ture o te porihanga kei reira rātou e mahi ana.

4.2.4. Ka mārāma ngā kaimātai hinengaro he wā anō ka taupatupatu ngā hanganga, ngā kaupapahere rānei o te porihanga ki ngā mātāpono o te whakanui mō te tū rangatira o ngā iwi, te atawhai whai haepapa me te ngākau tapatahi i ngā hononga. I ngā wāhi ka tautuhitia ēnei taupatupatu, ka taunakitia e ngā kaimātai hinengaro te panoni i roto i ēnei hanganga, kaupapahere hoki.

4.3. Te Whaihua ki te Porianga :

Ngā Tauāki Uara:

Ka whakapau kaha ngā kaimātai hinengaro kia mātua whakarite ina ka whakamahia ngā mātauranga mātāi hinengaro, i te whakawhanaketanga o ngā hanganga me ngā kaupapahere pāpori, ka whakamahia mō ngā take whaihua.

Ngā Ritenga Mahinga:

4.3.1. Ka mahi takitahi, ngātahi hoki ki te takoha atu ki te oranga whānui o te porihanga, mā ngā mahi tonu, ā, mā te whakaputanga me te tohanga hoki o ngā kitenga mai i te rangahau.

4.3.2. He haepapa kei runga i ngā kaimātai hinengaro ki te āta whakarite ka whakamahia te mātauranga me ngā hanganga mātāi hinengaro hei take whaihua, ā, he haepapa matatika hoki tā rātou ki te kauhautia, me te mahi ki te whakatikatika i te whakamahinga hē.

He Kōrero Whai Pānga: Kei roto i tēnei engari kāore e whakawhāititia ana ki te rangahau, te whakaakoranga ngaio me te tohutohu kaupapahere.

4.3.3. Ka whakamaru ngā kaimātai hinengaro i ngā pūkenga, mātauranga me ngā whakamāramatanga o te mātāi hinengaro kia kore ai e hē te whakamahinga, e whakamahia i runga i te kūare, e whakakoretakehia ai e ētahi atu rānei.

4.3.4. Ka uru atu ngā kaimātai hinengaro ki te hātepe aromātai kaikini i te wāhi o te pekanga mātauranga, arā, te mātai hinengaro i roto i te porihanga, ā, ki te whakawhanaketanga me te whakatinanatanga hoki o ngā hanganga me ngā tikanga e āwhinatia ai te pekanga kia takoha tonu atu ki ngā mahi, me ngā huringa whaihua i te porihanga.

4.3.5. Ka whai ngā kaimātai hinengaro ki te panoni i ngā tikanga o te pekanga o te mātai hinengaro, e whakataha ana i ngā panonitanga whaihua ā-porihanga, ina e hāngai ana, e taea ana hoki.

4.4. Te Kawenga Takohanga, ngā Paerewa me te Tikanga Matatika:

Ngā Tauākī Uara:

Ka whakapau kaha ngā kaimātai hinengaro ki te āta whakarite i te whakamahinga e hāngai ana, e whai take ana o te mātauranga mātai hinengaro, ngā tikanga, ngā hanganga hoki, ā, me te karo i te whakamahinga hē.

Ngā Ritenga Mahinga:

4.4.1. Ka āwhina ngā kaimātai hinengaro ki te whakawhanake, ki te whakatairanga, ā, ka whai wāhi atu hoki ki ngā hātepe me ngā tikanga kawenga takohanga e pā ana ki tā rātou mahi.

He Kōrero Whai Pānga: Ka whakatairanga te pekanga o te mātai hinengaro i ngā paerewa teitei mā ana mema, ā, ka āta whakarite ka tutuki ēnei paerewa, ā, ki te tautoko i ana mema i ā rātou mahi ki te pupuri ki ēnei paerewa. Kei roto i tēnei, engari kāore e whakawhāititia ana ki ēnei, ko te whakahaerenga, ko ngā arotake ā-hoa, ko ngā arotake hōtaka, ngā arotake whakahaere kēhi me ētahi pūrongo o ngā rangahau a te tangata takitahi.

4.4.2. Ka uru ngā kaimātai hinengaro i te aromatawai aroturuki auau, me te pūrongotanga o ā rātou tikanga matatika, me ngā herenga tiaki.

4.4.3. Ka puritia e ngā kaimātai hinengaro te haepapa o te pekanga ki te porihanga mā te mahi i ngā mahi e tika ana i te whakatikatikatanga o te whakaatu i te whanonga koretake, kore matatika rānei o ngā hoamahi, tae atu ki te whakamahinga hē o te mātauranga me ngā tikanga mātai hinengaro ki mua i te aroaro o ngā whakahaere tuku raihana e hāngai ana, ngā mana whakahaere, ngā komiti hoki/rānei, i runga i te āhuatanga e hāngai ana ki ngā mātāpono o tēnei Tikanga.

He Kōrero Whai Pānga: Ka pā tēnei ki ngā hoamahi o ngā pekanga katoa tae atu pea ki ngā kaiwhakawhiwhi mahi. I te tuatahi, me whai i te whakatikatikatanga o te āhuatanga mā te whakamōhio atu ki te aroaro o te hoamahi e whai wāhi mai ana. Ina kāore tēnei i te tika, kāore rānei e taea, kāore i te angitū te whakataunga o te take, me whai te kaimātai hinengaro i taua wā ki te mau ki te aroaro o ērā kei a rātou te haepapa ki te āta tiroiro i te raruraru.

4.4.4. Ka whakamaru ngā kaimātai hinengaro i te haumarutanga ā-tinana me te ngākau tapatahi o ngā taputapu aromatawai, ā, ka āta whakarite tikanga kia kore ai e hē te whakamahi.

4.4.5 Kāore e tāpaetia, e akiakitia rānei ngā amuamu matatika mēnā he ngahangaha, me te mea nei kua tukuna hei whakamamae noa i te kaiwhakautu, tē whakamarumaruru kē i te iwi tūmatanui.

4.4.6. Ka uru anake ngā kaimātai hinengaro ki roto i ērā whakaaetanga, kirimana rānei e hāngai ana ki ngā mātāpono me ngā paerewa o tēnei Tikanga.

4.4.7. Ka āwhina ngā kaimātai hinengaro i te whakawhanaketanga o te tupu ā-ngaio, ā-pūtaiao hoki o ērā ka uru ki te pekanga o te mātāi hinengaro mā te āwhina i a rātou kia whiwhi i te māramatanga katoa o ngā matatika, ngā haepapa me ngā pūkenga o te wāhanga nā rātou i kōwhiri.

He Kōrero Whai Pānga: Ka tohutohutia ngā kaimātai hinengaro kia mārara rawa rātou ki ō rātou haepapa mō te mahi, mō te whanonga o te hunga ka whakaakona, ka whakahaeretia, ka whakawhiwhia rānei ki te mahi (ina koa, i ngā kirimana whakahaerenga, whakawhiwhi mahi rānei).

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Te rārangi o ngā kupu matua

Reo Māori ki te reo Pākehā :

āhuatanga	characteristics
ahurea	cultural
akoako ā-hoa	peer consultation
amuamu	complaint
anga	framework
aratohu	guidelines (written document)
ao tūmatanui whānui	general public
aromātai	evaluate
aromatawai	assessment
atawhai	caring
awe	influence
e hāngai ana	appropriate
haepapa	responsibility
hāhi	religion
hanganga	structure
haumanu	clinical
here	limitation
hoatu	apply (active verb)
hononga	relationship
hononga mana	power relationship
hononga ngaio	professional relationship
hononga taera	sexual relationship
ira	gender
iwitanga	ethnicity
kaiakatanga	competence
kaimātai hinengaro	psychologist
kanorau	diversity
kararehe	animal
kawe takohanga	fulfil, carry out responsibility
kino	negative
irimana	contract
kiritaki	client
koretake	incompetent
koromaki/aronga nui	intent
mahi	actions
mahi inonoti	harrassment
mahi nanakia	intimidation
mahi tinihanga	deception

mahinga
 mahinga mātauranga mātai hinengaro
 mahuki
 mana
 mana
 mana
 matatika
 matatika
 mātauranga hinengaro
 mōhiōhio
 mohoa
 momo
 momo putanga
 mōrea
 motika
 ngahangaha
 ngaio
 ngaiotanga
 ngākau pono
 ngākau tapatahi
 ngākau titikaha tūmatanui
 ngohe
 noho matatapu
 ohu
 paerewa
 pakeke
 pāpori
 patapatai
 pekanga
 pohewa
 porihanga
 puaretanga
 pūmanawa ā-hinengaro
 pūmanawa ā-tinana
 pūtakenga matawaka
 putanga
 ratonga
 ritenga
 ritenga mahinga
 ruruku
 taupā
 taupatupatu pānga mahi

practice
 educational psychology practice
 comprehensible, plain
 dignity
 power
 authority
 ethics
 ethical
 psychology
 information
 ongoing
 race
 version
 risk
 rights
 frivolous
 professional
 profession
 honesty
 integrity
 public confidence
 activity
 confidentiality
 working group
 standard
 age
 social
 debrief
 discipline
 capricious
 society
 openness
 mental abilities
 physical abilities
 ethnic origin
 outcomes
 services
 implications
 practice implications
 coordinated
 boundary
 conflict of interest

tautuhi	define
tauākī	statement
taea atu o	access
taputapu	tool
taputapu	instrument
taunaki	advocate
tautuhi	identify
tepe	limit
tikanga	procedure
tikanga	code
tikanga matatika	code of ethics
tohungatanga	expertise
tohutohu	counselling
torohū	potential
tōtōā	disrespectful
tohutoro—rohe	domain reference
tōkeke	unbiased
tōtikatanga	accuracy
tū ngātahi	partnership
tūāpapa	basis
tūhononga	affiliations
tukunga iho	consequences
tūnga mārenatanga	marital status
tūnga ōhanga	economic standing
tūmau	continuous
ture	justice
ture ā-ao whānui	international law
tūtohutanga	sensitivity
uara	value
wawaotanga	intervention
whaiaro	personal
whai haepapa	responsible
whaihua	(to) benefit
whaihua	beneficial
whai kiko	validity
whai pānga	associated
whai rehita	registered
whāinga wāhi hohe	ease of access
whakaaetanga	consent
whakaaetanga	agreement
whakaaetanga i runga i te mōhio	informed consent
whakahaere whakarite tikanga	regulatory body

whakahāwea
whakahāwea kore
whakakore
whakakorenga
whakaraerae
whakamana
whakamārama
whakapae matua
whakaraerae
whakarato
whakakonekone

whakamahuki
whakamamae
whakamarumaru
whakanui whānui
whakapuaki
whakapūmau
whakataunga
whakawhirinakitanga
whakawhitiwhitinga kōrero
whanaketanga
whanonga
whenuatanga

discrimination
non-discrimination
dispose
disposal
vulnerable
validate
comments
underlying assumptions
vulnerability
provide
aversive (therapies which use
unpleasant stimulus or punishment to
change behaviour)
clarify
harm
protect, protection
respect
disclose
ratify
decision
dependence
communication
development
behaviour
nationality

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Te Rōpū Mātai Hinengaro o Aotearoa
PO Box 4092
Wellington 6140
New Zealand
Ph: +64 4 473 4884
Email: office@psychology.org.nz
Website: www.psychology.org.nz

Te Whare Wananga o te Matauranga Hinengaro
PO Box 24088
Wellington 6142
New Zealand
Ph: +64 4 801 6088
Email: office@nzccp.co.nz
www.nzccp.co.nz

Te Poari Kaimātai Hinengaro o Aotearoa
PO Box 10-626
Wellington 6143
New Zealand
Ph: +64 4 471 4580
Email: info@nzpb.org.nz
www.psychologistsboard.org.nz

Te Tikanga Matatika

Mā ngā Kaimātai Hinengaro e mahi ana i Aotearoa/New Zealand



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Psychological Society
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