

Ngā Paerewa 2026

Reo Pākehā	Reo Māori
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitanga partnership on Aotearoa New Zealand	Paerewa 1: Te hononga pātui i raro i te Te Tiriti o Waitangi Me whakaatu i te ngākaunui ki te tikanga o te tangata whenuatanga me te hononga pātui i raro o Te Tiriti o Waitangi, i Aotearoa.
Focus area 1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	Me mārama, me mōhio ki te mana ahurei o te tangata whenua i Aotearoa.
Focus area 1.2 Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.	Me mārama, me aro ki ngā hītori, ki ngā tukuihotanga, ki ngā reo me ngā ahurea o ngā hoa pātui i raro iho i Te Tiriti o Waitangi.
Focus area 1.3 Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language. and culture of te ao Māori and tangata whenuatanga. ^[1]	Me hoahoa i ngā wheakoranga ako e ū ana ki te kaupapa o Te Tiriti o Waitangi i Aotearoa. Waihoki, me whakamana i te mātauranga, i te tuakiritanga, i te reo, me ngā ahurea o te ao Māori me te tangata whenuatanga mō ngā ākonga katoa.
Focus area 1.4 Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.	Me whakamahi, me whakawhanake hoki i te whakamahinga o te reo me ngā tikanga Māori hei tautoko i te angitu o te hono ki ngā ākonga Māori, ki ō rātou whānau, me ngā hapori anō hoki.

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Reo Pākehā	Reo Māori
Wāhanga: Professional knowledge	Wāhanga: Mōhiotanga Ngaio
Standard 2: Know the content and how to teach it Understand how to design learning based on content, curriculum, and pedagogical knowledge.	Paerewa 2: Kia mōhio ki te kaupapa marautanga me ngā pēheatanga o te whakaako. Me mārama ki te hoahoa i ngā wheakoranga ako e hāngai pū ana ki ngā kaupapa mātauranga, ki te marautanga, ki ngā tikanga whakaako anō hoki.
Focus area 2.1 Understand the content Demonstrate a developed understanding of the knowledge relevant to the content being taught.	Kia mārama ngā kaupapa marautanga. Me whakaatu i te matatau o te mārama ki ngā mātauranga e pā ana ki ngā whakaakoranga.
Focus area 2.2 Understand how to enact the curriculum Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed.	Kia mārama te whakatinana i te marautanga. Kia kakama te whakaako i te marautanga me ōna whanaketanga hei tautoko i te angitu o ngā ākonga.
Focus area 2.3 Understand evidence-informed teaching strategies and practices Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.	Kia mārama ngā rautaki me ngā tikanga whakaako e taunakitia ana. Me mōhio ki te whakamahi i ngā rangahau, i ngā taunakitanga, i ngā auahatanga anō hoki e hāngai ana ki ngā tikanga whakaako, te whakaako tika i ia ākonga, me te whakaako i ngā kaupapa motuhake.
Focus area 2.4 Understand how to foster literacy and numeracy as foundational capabilities	Kia mārama ngā ara o te āta poipoi i te reo Matatini me te pangarau hei āheinga tūāpapa.

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Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.	Me whakaatu i te māramatanga ki te reo ā-waha, ki te reo matatini me te pangarau anō hoki hei āheinga tūāpapa e tuia ana ki ngā wāhanga ako katoa me ngā taumata katoa; me whakaatu hoki i te māramatanga ki ngā mahi akoako kua taunakitia e poipoi nei i ēnei matatauranga.
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Wāhanga: Professional knowledge	Mōhiotanga Ngaio
Standard 3: Know the learner and the learning process Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.	Kia mōhio ki te ākonga me te tukanga ako Kia mārama te tukanga ako me te kanorautanga o ō te ākonga pūkenga, matea, reo, ahurea, tuakiri, me ngā mea e ngākaunui ana ia.
Focus area 3.1 Understand how learning happens Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning.	Kia mārama ngā pēheatanga o te ako. Me whakaatu i te mātau ki ngā āhuatanga ā-hinengaro, ā-whatumanawa, ā-pāpori anō hoki e whai pānga ana ki tā te tamaiti ako me te whakamahinga o ēnei mōhiotanga ki roto i ngā mahi whakaako, e ārahina ana e te pūtaiao o te ako.
Focus area 3.2 Understand how diverse needs can be met Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while	Kia mārama ngā ara e tutuki ai ngā tini matea. Me whakaatu i te māramatanga ki ngā tini matea o ngā ākonga – tae atu ki te hunga kanorau ā-roro, te hunga whaikaha, me te hunga whētuki. Me whakaatu hoki i te māramatanga ki ngā tikanga ako e taea ai te

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being willing to seek specialist support where needed.	tautoko i a rātou. Kia rite hoki ki te tono āwhina i ngā ratonga mātanga, ina hiahiatia.
Focus area 3.3 Understand culturally responsive teaching Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners’ culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.	Kia mārama te whakaako aroahurea. Me whakaatu i te mārama kia kouna te whakahoropaki i ngā wheakoranga ako ki te ao o te ākonga me āna e ngākaunuitia ana kia whai kiko ai te marautanga, ka mutu kia tautoko i tā rātou koke whakamua i tō rātou huarahi ako.
Focus area 3.4 Understand own assumptions and beliefs Critically examine how one’s own assumptions and beliefs, including cultural beliefs, impact on one’s practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.	Kia mārama ō ake whakapono me ō ake whakapae. Kia haehae te arotake i te pānga o ō ake whakapono me ō ake whakapae ki ō kawenga whakaako me te pānga o ēnei ki te angitu o ngā ākonga katoa. Me whai whakaaro ki ngā mea katoa e motuhake ai rātou pēnei i ō rātou pūkenga, tuakiritanga, ira, reo, me te ahurea anō hoki.

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Wāhanga: Professional practice	Te Mahi Ngaio
Standard 4: Plan for and implement effective teaching and learning Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.	Paerewa 4: Kia mahere, kia tutuki te whakaako whaihua Me āta whakamahere i ngā mahi mā ngā ākonga, ka mutu, me whakaako tika i a rātou e eke ai ki te taumata e tika ana.
Focus area 4.1 Set high expectations	Kia tiketike ngā whāinga mā te ākonga Me whakaatu i ngā whāinga tiketike e pā

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Set high expectations for the learning outcomes of every learner.	ana ki ngā hua ako mō te katoa o ngā ākonga.
Focus area 4.2 Prepare learning experiences that are coherent and well organised Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.	Kia rite ngā wheakoranga ako e mārama ana, e nahanaha ana. Whakamahia pātuia te whakamahere āmua me te whakamahere āiane i te whakatinana i ngā whāinga o te marautanga hei painga mō ia ākonga.
Focus area 4.3 Advance the progress and achievement of all learners Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.	Kia koke te whanaketangame te whakatutuki o ngā ākonga katoa. Me manawanui te kaiako ki ngā ākonga katoa, me whai whakaaro hoki ki ngā āhuatanga motuhake kei ia ākonga, matua rā ko te tautoko i te ākonga mena e hia āwhina ana.
Focus area 4.4 Use and adapt teaching strategies Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.	Kia whakatinatina, kia panoni anō hoki i ngā rautaki ako. Me whakamahi i te huhua o ngā rautaki ako me ngā mahi ako rerekē kua whai taunakitanga, ka mutu me mōhio āhea e tika ai te panoni i i ēnei whakaritenga e tino tupu ai ngā ākonga katoa.
Focus area 4.5 Enable learning-focused capabilities Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.	Kia wātea ngā ākonga ki te whakamahi i ō rātou pūkenga ako Me poipoi i ngā ākonga kia aro pū rātou ki ngā mahi ako, kia taea ai e rātou te mahi ngātahi, te whakarite i a rātou anō, me te whakawhanake i te haepapatanga mō ā rātou mahi akoranga.

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Focus area 4.6 Māori succeeding as Māori Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.	Kia angitu te Māori hei Māori. Me āta tautoko i ngā wawata ako o ngā ākonga Māori, kia ngātahi ngā haepapa me ēnei ākonga e angitu ai hei Māori.
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Wāhanga: Professional practice	Te Mahi Ngaio
Standard 5: Create and maintain supportive and safe learning environments Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.	Kia waihanga, kia pupuritia ngā taiao ako kia manaaki, kia māuru. Me waihanga i te ahurea tika ki reira e noho pai ai te ākonga, e tutuki ai ngā matea, e noho matua ai te ako. Kia tika hoki te whakamahi o ngā rauemi me ngā hangarau.
Focus area 5.1 Support learners to feel safe to participate in learning Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning.	Kia āta tautoko i ngā ākonga e haumaruru ai tō rātou kawē i a rātou anō i te akomanga. Kia tūturu, kia tau ngā hononga o ngā ākonga me ngā kaiako i te akomanga e rongorongo ai ngā ākonga katoa i te whakamana o ō rātou tuakiri, reo, ahurea, āheinga kia tupu mai te ngākaunui, te whakaute, te māia. Mā konā e aro pū ai rātou ki te ako.
Focus area 5.2 Ensure the learning setting meets diverse needs Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all.	Kia rite te taiao ako mō ngā matea kanorau. Me waihanga i ngā hātepe ako me te taiao ako e tautoko ana i ngā matea ā-tinana, ā-pāpori, ā-whatumana, ā-hinengaro kia whai wāhi te katoa ki te ako.

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Focus area 5.3 Manage the learning setting and promote positive behaviour Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.	Āta whakahaeretia te taiao ako, whakatairangatia hoki ngā whanonga tika. Me mahi ngātahi kia pūmau ngā whanonga tika i te akomanga, ka mutu me āta whakamārama i ngā tikanga o te akomanga. Me waihangā hoki i tētehi anga ka arataki i ngā whanonga rerekē. Mā tēnei anga arataki e whakatakoto ai i te tukanga ārai me ngā tukanga e mau ai te rongō.
Focus area 5.4 Use equipment and technologies appropriately and effectively to support learning Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.	Kia tika te whakamahi i ngā taputapu me ngā hangarau hei tautoko i te ako Me whakarite i ngā rautaki me ngā tikanga e hāngai ana ki ngā rauemi me ngā hangarau e whakamahia ana. Me whakaaro nui ki ngā hangarau matihiko me te atamai hangahanga anō hoki e haumaruru ai tā te ākongā whakamahi i ēnei hangarau, e pai ai te ako.

Reo Pākehā	Reo Māori
Wāhanga: Professional practice	Te Mahi Ngaio
Standard 6: Assess, provide feedback, and report on learning Use regular and consistent assessment to inform teaching and share information on learner progress.	Aromatawaitia, whakahoki kōrero, me te tuku pūrongo e pā ana ki ngā mahi ako. Me whakamahi i ngā momo aromatawai hei ārahi i ngā mahi ako, hei ārahi hoki i ngā whanaketanga ako.
Focus area 6.1 Monitor the extent and pace of learning Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use	Aroturukitia te whānuitanga me te tere o te ako. Me āta whakamahi i ngā aromatawai kōunga me ngā tikanga aromatawai hei kohikohi, hei wetewete anō hoki i ngā

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appropriate information about the pace of learners' progress.	whanaketanga o ngā ākonga.
Focus area 6.2 Identify progress and respond to learners' needs Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required.	Tautuhitia ngā whanaketanga, whakautua hoki ngā matea o ngā ākonga Me whakamahi i ngā pārongo mō ngā whāinga ako o te ākonga hei waihanga i te huarahi ako o muri, ka mutu, me tautohu hoki i ngā tautoko, ngā āpitihanga, ngā whakarerekētanga ka taea e pakari ake ai te kawenga whakaako.
Focus area 6.3 Provide constructive and understandable feedback Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.	Kia whakaaro nui, kia mārama ngā whakahoki kōrero. Me whakahoki kōrero āwhina ki ngā ākonga, ki ngā mātua, ki ngā kaitiaki, ki te whānau rānei e hāngai ana ki te whanaketanga o te ākonga. Ka mutu me whakamahi i ēnei kōrero kia akiaki i te ākonga me tōna huarahi ako.
Focus area 6.4 Communicate assessment information Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.	Whakamāramatia ngā pārongo aromatawai. Me āta whakamārama i ngā pārongo ki ngā mātua/kaitiaki, ki te whānau rānei e whakaatu ana i ngā whanaketanga, i ngā aupiki, me ngā auheke o ngā ākonga.

Reo Pākehā	Reo Māori
Wāhanga: Professional engagement	Ngā Hononga Ngaio
Standard 7: Engage in professional learning	Kia pakari te ako ngaio Me whakapakari ake i te āheinga ngaio mā

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Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.	te huritao, te akoranga ngaiotanga, me te kōrero tahi ki ngā hoa.
Focus area 7.1 Participate in a continuous cycle of professional growth. Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.	Kia rite tonu te whai i te tupuranga ngaio. Me whai whakaaro ki ngā hua ka puta i āu mahi e mōhio ai koe mena rānei e whanake haere ana koe. Mā ngā taunakitanga nō ngā tūmomo mātāpuna me ngā whakaaro o ngā ākonga tēnei e tutuki ai.
Focus area 7.2 Undertake professional learning to improve practice Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.	Kia pakari ake ngā pūkenga ako mā te whai i ngā akoranga ngaio. Me whai i ngā akoranga ngaio e aro pū ana ki ngā auheke o te kaiako pēnei i ngā matea ngaio kua tautuhia me ngā kaupapa matua o te kura/rātonga/pūnaha. Waihoki, me whakatinana i ēnei akoranga.
Focus area 7.3 Engage with colleagues to improve practice Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.	Kia ngātahi te mahi me ngā hoa hei whakapai ake i ngā mahi ako. Me rapu, me whakautu i ngā whakahoki kōrero a ngā ākonga, a ngā hoa mahi me ētahi atu o ngā mātanga mātauranga, ka mutu, me uru ngātahi atu ki te whakapai ake i ngā wero me ngā matapaki a ngā hoa mahi e arotahi ana ki te akoranga.

Reo Pākehā	Reo Māori
Wāhanga: Professional engagement	Ngā Hononga Ngaio

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Standard 8: Engage in productive professional relationships Work constructively with colleagues, parents/caregivers, and the community to support the learning and wellbeing of each learner.	Kia pūmau ngā hononga ngaio. Me mahi ngātahi me ngā hoa mahi, ngā mātua/kaitiaki, me te hāpori kia poipoi i ngā mahi ako me te hauora o ia ākonga.
Focus area 8.1 Relate effectively with parents/caregivers and whānau Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners.	Kia pai te whakawhanaunga atu ki ngā whānau. Me whakawhanaunga ki ngā whānau i runga i, te ngākau pai, te ngākau aroahurea, te ngaiotanga me te whakaaro nui ki te huarahi ako o te ākonga me tōna hauora me tōna hauora.
Focus area 8.2 Cooperate in the interests of learners Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner.	Kia ngātahi te mahi hei painga mō ngā ākonga. Me mahi ngātahi me ngā kaiārahi, ngā kaiako me ngā pia, ka mutu, me tūhono atu ki ngā ratonga ā-waho, me te hāpori whānui kia tutuki ngā matea o ngā ākonga.
Focus area 8.3 Actively contribute to the wider educational setting Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.	Kia ngoi te whai wāhi ki te horopaki whānui o te ako Me mahi ngātahi kia pakari ake te ahurea me ngā tikanga o te kura, ka mutu, me ārahi koe i ngā wāhanga e matatau ai koe.
Focus area 8.4 Communicate effectively Use clear, open, and professional oral and written communication that assists everyone	Kia mārama te whakawhiti kōrero Kia mārama, kia māmā, kia matatau ngā kōrero ā-waha, ā-tuhi e whai wāhi ai te katoa ki te tautoko i te ako me te hauora.

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to play their part in supporting learning and wellbeing.	
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Kupu taka

Kanorau ā-roro - Neurodivergent

Ako aroahurea - Culturally responsive teaching