



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

A guide to reporting mokopuna progress and achievement

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Transcriber's Note: The logo at the top of the page is: Te Tāhuhu o te Mātauranga—Ministry of Education

A guide to reporting mokopuna progress and achievement

Find out how reporting for Te Marautanga o Aotearoa the Māori-medium curriculum will make it easier to see your mokopuna progress and achievement at kura schools.

What's changing

You will notice changes to the reo versions of the Tohu Aromatawai progress descriptors. These changes have been made to align with the changes to Te Marautanga o Aotearoa for consistency.

The revised Tau 0-10 Te Reo Rangatira and Pāngarau wāhanga ako learning areas in Te Marautanga o Aotearoa bring changes to how kura and kaiako teachers report on mokopuna progress.

These changes make reporting clearer, more consistent, and more useful for parents and whānau families.

Reports now include:

- 1 of 5 Tohu Aromatawai to describe progress
- a narrative explaining why the Tohu Aromatawai was chosen
- ideas for supporting learning at home
- a visual showing progress over time

- aromatawai | assessment results help us understand your mokopuna | children progress, attendance information, recognising its link to learning.

Most kura are starting to use the new way of reporting mokopuna progress and achievement in 2026.

How the report shows what each mokopuna is learning

The report will show how mokopuna progress is tracked through the year.

Mid-year

If at mid-year a kaiako considers mokopuna to be:

- e maianga ana | emerging or e whanake haere ana | developing, this means mokopuna are still learning critical knowledge for their year level and needs some support. They are making progress, but they're not yet on track to meet the end of year expectations.
- e ū haere ana | consolidating, e mātau ana | proficient or e kairangi ana | exceeding, this means mokopuna are on track for their year level. They are learning well and building confidence.

End of year

If at the end of the year, the kaiako decides mokopuna are:

- e mātau ana or e kairangi ana, mokopuna have met or exceeded the expectations for their year level

- e maianga ana, e whanake haere ana, or e ū haere ana, mokopuna have made progress and is learning steadily, but they have not yet met all the expectations for their year level.

For mokopuna with diverse learning needs, or who have individualised progress goals and assessments outlined in their Individual Education Support Plans (IEP), reporting should reflect progress toward those personalised goals, alongside curriculum expectations.

Understanding Tohu Aromatawai

Tohu Aromatawai are intended to provide a consistent language to report on progress. They are clear, nuanced, strength based, and help identify where mokopuna are achieving, and what is needed to support further progress.

The goal for the end of the year is that mokopuna reach "E mātau ana" or above, showing they are ready for the next year of learning.

The link below explains each of the 5 Tohu Aromatawai you may see on a report for your mokopuna.

<https://www.education.govt.nz/parents-and-caregivers/schools-year-0-13/parent-portal/guide-reporting-mokopuna-progress-and-achievement#understanding-tohu-aromatawai-1> or shortened URL: <https://tinyurl.com/jdrmeytu>

How kaiako will select Tohu Aromatawai

Kaiako use a wide range of information to understand how mokopuna are progressing and achieving. This includes what they notice in the akomanga, conversations with mokopuna, and examples of their learning throughout the year.

If you would like to see more detail about the information used, you can ask your mokopuna and their kaiako. Some kura may also include this information in reports, share it during parent and whānau-kaiako meetings, or make it available through online school portal.

Throughout the year, kaiako collect information from classroom observations, conversations in tairongo, completed work, and assessment tools like SMART or Hihira Weteoro. Putting all this together helps them understand mokopuna progress, achievement and success.

No single piece of evidence gives the full picture. Kaiako bring together everything they know about mokopuna to decide which Tohu Aromatawai best reflects their progress at that time.

What you will see in a mokopuna report

At least twice a year, kura are required to provide a written report to mokopuna, and their parents and whānau, in plain language on mokopuna progress and achievement across the curriculum. From 2026, kura will be expected to include the following 5 components. This will be in addition to other information the kura currently includes in its reports.

The elements are:

1. Tohu Aromatawai for each of Te Reo Rangatira and Pāngarau
2. information about how Tohu Aromatawai were selected, and about how you can support learning at home.
3. a visual representation of mokopuna progress over time
4. assessment results
5. an attendance record.

Example

Below is a link to an example showing how these elements may appear in a report for your mokopuna. Existing report structures can still be used by kura as long as these elements are included.

Here is a link to the example of a school report:

<https://www.education.govt.nz/parents-and-caregivers/schools-year-0-13/parent-portal/guide-reporting-mokopuna-progress-and-achievement#example-1> or shortened URL: <https://tinyurl.com/3dbe9yzb>

This example might not be accessible.

A visual showing progress over time

A visual representation of progress over time allows you to understand the progress and achievement of mokopuna, not only within their current year of learning but also across multiple years throughout their schooling.

This example shows what a mid-year report might look like for a Year 4 mokopuna. It highlights progress only against the expectations for their current year, rather than comparing them with other years. This gives a clear picture of whether they are meeting, exceeding, or still progressing toward this year's expectations.

Visual representation of progress overtime:

<https://www.education.govt.nz/parents-and-caregivers/schools-year-0-13/parent-portal/guide-reporting-mokopuna-progress-and-achievement#a-visual-showing-progress-over-time-1> or shortened URL: <https://tinyurl.com/2h9s99ud>

Supporting mokopuna with complex learning needs

The 5 components described above will appear in reports for all mokopuna in Aotearoa, including those with complex learning needs.

The Tohu Aromatawai chosen by the kaiako will show how your mokopuna is progressing toward curriculum expectations, and the written explanation will describe this progress in more detail, recognising individual needs or learning plans for your mokopuna.

If your mokopuna has complex learning needs and requires tailored support for their learning, this does not mean that they are not proficient in the curriculum. They should not be automatically assessed as "E maianga ana", or "E whanake haere ana".

For mokopuna with diverse learning needs, or who have individualised progress goals and assessments outlined in their Individual Education Support Plans (IEP), reporting should reflect progress toward those personalised goals, alongside curriculum expectations.

For more information visit:

<https://www.education.govt.nz/parents-and-caregivers/schools-year-0-13/parent-portal/guide-reporting-mokopuna-progress-and-achievement#understanding-tohu-aromatawai-1> or shortened URL: <https://tinyurl.com/55xyuhst>

End of A guide to reporting mokopuna progress and achievement