

NZCER Style Guide

2020

(Incorporating APA 7)



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All NZCER publications and communications are to follow this style guide

APA 7

We follow APA 7, with local NZCER variations. The APA 7 guidelines are set out in the *Publication Manual of the American Psychological Association* (American Psychological Association, 2019).

For a useful free online guide, see <https://owll.massey.ac.nz/referencing/apa-style.php>

For a description of the main differences between APA 6 and APA 7, see <https://owll.massey.ac.nz/referencing/apa-6th-vs-7th-edition.php>

Key changes at a glance APA 6 v. APA 7

- Et al.: “et al.” is used in the first in-text citation for works with three or more authors.
- Up to 20 authors cited: In the reference list, give the surnames and initials for up to 20 authors.
- Website names: Website names are now included as well as the webpage title.
- Publication location: The location of the publisher (i.e., city, country/state code) is no longer required.
- Ebook publisher: You no longer need to give the platform, format, or device (e.g., Kindle) for ebooks, but you do need give the publisher.
- "Retrieved from": You no longer need to write “Retrieved from” before a URL.
- DOIs: DOIs are formatted the same as URLs. You do not need to write "DOI."

List of terms

* The asterisk is used in this guide to denote incorrect use.

capitals Beginning each word in a phrase with capital letters.

initial capital Beginning a word with a capital letter.

roman A normal upright type style used as a standard style in books and reports. MS Word calls it “regular”. Not *italic*, not **bold**, not underlined

1. Quick look-up guide

This Quick look-up guide answers some common questions.

1.1 Te reo Māori spelling

Use the *Māori Dictionary* online – if you're unsure, look it up

<https://maoridictionary.co.nz/>

1.2 Numbers

When do I spell a number and when do I use a figure?

A number at the beginning of a sentence should always be the word rather than the figure.

One person, nine people, 10 people

Second-year students would then complete placements before returning for the 3rd year of study.

1 day, 9 years, 10 metres (all forms of measurement)

3-year-old child

\$5,435

1.3 Percentages

Begin a sentence with the number spelt out and the word percent; use a figure and the % symbol elsewhere.

Forty percent of the sample showed an increase; 22% showed no change ...

1.4 Dates

Whenever you write a full date, use a figure for day, word for month, and figure for year—with no punctuation. Keep the same order if just giving day and month.

22 August 1994

22 August

Tuesday 22 August 1994

1.5 Gender-neutral language

When referring to individuals whose identified pronouns are not known or when the gender is irrelevant, use the singular forms “they”, “them” or “theirs”.

Avoid the use of pronoun combinations such as “his or her” or “he or she” as alternatives to the singular “they”.

The learner was confused about the outcome expected of them.

The teacher lowered their voice.

1.6 Year levels

I need to be clear that I’m referring to the New Zealand educational system either as it is now, or as it was.

Students in Years 7–10 are not merely waiting for ...

For the Standard 4 students the curriculum drivers were similar to today’s Year 6 classes.

Form 5

1.7 DOI

What should I do with a DOI?

If available, add a Digital Object Identifier (DOI) to each reference item in a reference list. Use the URL <http://dx.doi.org> as a prefix.

Deane, K. L., & Harré, N. (2016). Developing a thoughtful approach to evaluation: Values-driven guidelines for novice evaluators. *Evaluation Matters—He Take Tō Te Aromatawai*, 2, 53–78. <http://dx.doi.org/10.18296/em.0011>

1.8 References

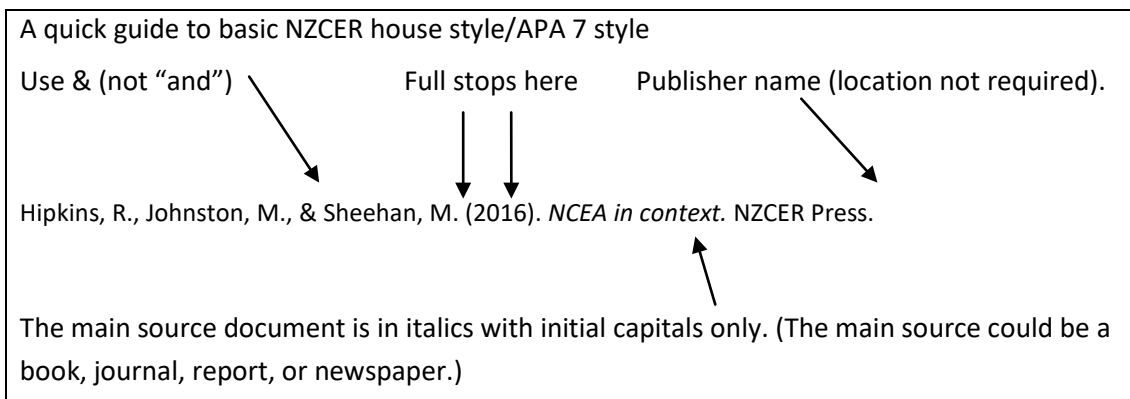
What are some examples of the APA/NZCER way of punctuating references in a reference list?

A quick guide to basic NZCER house style/APA 7 style

Use & (not “and”) Full stops here Publisher name (location not required).

Hipkins, R., Johnston, M., & Sheehan, M. (2016). *NCEA in context*. NZCER Press.

The main source document is in italics with initial capitals only. (The main source could be a book, journal, report, or newspaper.)



| | |
|--|---|
| For troubleshooting of referencing dilemmas, see: https://www.waikato.ac.nz/library/study/referencing/styles/apa | |
| Book | Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i> . Harvard University Press. |

| | |
|---|--|
| Book: Chapter in edited book | Kaye, K. (1979). The development of skills. In C. J. Whitehurst & B. J. Zimmerman (Eds.), <i>The function of language and cognition</i> (pp. 23–53). Academic Press. |
| Book: Edition number | Clay, M. M. (1985). <i>The early detection of reading difficulties</i> (3rd ed.). Heinemann. |
| Book: In press, not yet published | Smith, A., & Jones, B. (in press). <i>Ensuring educational success for bilingual preschoolers</i> . Erlbaum. |
| Book: More than one author | Hipkins, R., Johnston, M., & Sheehan, M. (2016). <i>NCEA in context</i> . NZCER Press. |
| Book: Two or more publishers | Philips, D., Lealand, G., & McDonald, G. (Eds.). (1989). <i>The impact of American ideas on New Zealand's educational policy, practice and thinking</i> . NZ–US Educational Foundation and New Zealand Council for Educational Research. |
| Conference paper: Unpublished | McNaughton, S. S. (1983, August). <i>Removing the scaffolding: A developmental study of teacher-related interactions during oral reading</i> . Paper presented at the annual conference of the New Zealand Psychological Society. |
| Government document: Published by government department, available online | Ministry of Education. (2017). <i>Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum</i> . Author. https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf |
| Government document: Published by publisher, hard copy | Ministry of Education. (2007). <i>The New Zealand curriculum</i> . Learning Media. |

| | |
|---------------------------------------|---|
| used | |
| Government document: published online | Statistics New Zealand. (2018). <i>National ethnic population projections: 2013–2018 (update)—tables</i> . https://www.stats.govt.nz/assets/Uploads/national-ethnic-population-projections-2013-38-update-tables.xls |
| Newspaper article | Benton, R. A. (1992, 7 July). Policy blow to Māori radio. <i>The Dominion</i> , p. 7. |
| Newspaper article: Pen name | The reluctant teacher. (1994, 15 October). <i>The Evening Post</i> , pp. 15, 17. |

| | |
|--|--|
| Periodical article | Margetts, K. (1997). Factors impacting on children’s adjustment to the first year of school. <i>Early Childhood Folio: A Collection of Recent Research</i> , 3, 53–56. |
| Periodical article: In press | Castle, J. M., Riach, J., & Nicholson, T. (in press). Getting off to a better start in reading and spelling: The effects of phonemic awareness instruction within a whole language programme. <i>Journal of Educational Psychology</i> . |
| Periodical article: Includes season or month | Biemiller, A. (2001, Spring). Teaching vocabulary: Early, direct and sequential. <i>American Educator</i> , 21–27. Flora, C. (2004, May). The once-over. <i>Psychology Today</i> . https://www.psychologytoday.com/articles/200405/the-once-over |
| Periodical article: Number but no volume | Smith, J. (2000). Problem solving in science. <i>set: Research Information for Teachers</i> , 3, 28–32. |
| Thesis Doctoral thesis | Phillips, G. E. (1986). <i>Storyreading to preschool children in their home environment: A descriptive analysis</i> . Unpublished doctoral thesis, The University of Auckland. |
| Master’s thesis | Iversen, S. J. (1991). <i>Phonological processing skills and the reading recovery programme</i> . Unpublished master’s thesis, Massey University. |
| Webpage | Statistics New Zealand. (n.d.). <i>Society</i> . https://www.stats.govt.nz/topics/society |
| Webpage that lists no author | In-text citation: (“A Mum Begg”, 2018) Reference: A mum begs Pasifika and Māori parents and friends to |

| | |
|--|--|
| | join the school board. (2018, 12 March). <i>The Spinoff</i> . https://thespinoff.co.nz/parenting/12-03-2018/a-mum-begs-pasifika-and-maori-parents-and-friends-to-join-the-school-board/ |
| Personal communication | Cite in the text, but no need to add to reference list (they're personal, not discoverable by all). |
| When information is missing (e.g., author, date, title, source). If page or issue number is missing, give reference without that information. | See: http://blog.apastyle.org/files/missing-pieces---apa-style-reference-table.pdf |

1.8.1 Some common references

Ministry of Education. (1996). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum*. Learning Media.
<http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx>

Ministry of Education (2007). *The New Zealand curriculum*. Learning Media.
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Ministry of Education. (2008). *Ka Hikitia—Managing for success: Māori education strategy 2008–2012*. Author.

Ministry of Education. (2008). *Te Marautanga o Aotearoa*. Learning Media.

Ministry of Education. (2011). *Tātaiako*. Author

Ministry of Education. (2013). *Ka Hikitia—Accelerating success 2013–2017*. Author.

Ministry of Education. (2017). *Te Marautanga o Aotearoa*. Author.

Ministry of Education. (2017). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum*. Author.
<https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

2. New Zealand education system

This section shows you how to use capital letters and italics for different parts of the New Zealand education system and its many documents.

2.1 Community of Learning / Kāhui Ako

Use initial capitals, roman, and a spaced solidus if using two languages.

Community of Learning / Kāhui Ako

Communities of Learning / Kāhui Ako

Kāhui Ako

2.2 Effective Teaching Profile (ETP)

Use initial capital, italics.

Manaakitanga

Wānanga

Ako

Ngā tūranga takitahi me ngā mana whakahaere

2.3 Ka Hikitia

Use initial capitals, italics.

Ka Hikitia (Ministry of Education, 2008, 2013) and *Tātaiako* (Ministry of Education, 2011) outline the Ministry of Education's vision for Māori students and call on teachers to use pedagogy known to be effective for Māori students and be responsive to te ao Māori (the Māori world, or Māori world views) (Averill et al., 2015).

Ministry of Education. (2008). *Ka Hikitia—Managing for success: Māori education strategy 2008–2012*. Author.

Ministry of Education. (2013). *Ka Hikitia—Accelerating success 2013–2017*. Author.

2.4 National Standards and Ngā Whanaketanga Rumaki Māori

Even though National Standards and Ngā Whanaketanga Rumaki Māori have been abolished, there may still be a need to refer to them.

Use initial capitals when referring to the National Standards in full.

the National Standards for reading, writing, and mathematics have been replaced with ...
the standards

For student performance in relation to National Standards for reading, writing, and mathematics, use lower case, roman.

Teachers make an Overall Teacher Judgement (OTJ) to assess student performance in relation to National Standards as: well below, below, at, or above.

For Ngā Whanaketanga Rumaki Māori, Use initial capitals for the 4-word title, lower case for the subject area, roman.

Ngā Whanaketanga Rumaki Māori pāngarau (National Standards in mathematics)

Ngā Whanaketanga Rumaki Māori pānui (National Standards in reading)

Ngā Whanaketanga Rumaki Māori tuhituhi (National Standards in writing)

Ngā Whanaketanga Rumaki Māori kōrero (National Standards in speaking)

2.5 National Certificates of Educational Achievement (NCEA)

The correct name is the National Certificates of Educational Achievement, yet common use is National Certificate of Educational Achievement. When glossing abbreviation NCEA on first use, opt for official title.

In the review of the National Certificates of Educational Achievement (NCEA) ...

2.5.1 NCEA levels

Use initial capital letter L and a figure.

Level 1, Level 2, Level 3

2.5.2 Grades

Use initial capitals.

Achieved

Not Achieved

with Merit

with Excellence

2.5.3 *Achievement standards and unit standards*

Achievement standards

Use lower case letters a and s

we then reviewed the achievement standards within the learning area and noted

Unit standards

Use lower case letters u and s

the unit standards comprised the ...

AS codes

Use roman (not italics), initial capital, with space between prefix AS and the number.

Follow the code number with a colon before the descriptor. For example:

Digital technologies:

An example of an achievement standard is AS 91633: Implement complex procedures to develop a relational database embedded in a specified digital outcome.

Classical studies:

Students were challenged by AS 91201: Examine the significance of features of work(s) of art in the classical world, but they did go on to ...

Music:

In both action-research cycles the focus was on the NCEA achievement standard AS 91092: Compose two original pieces of music.

2.6 *The New Zealand Curriculum terminology*

Treat references to this curriculum as being to the published document. Terms from *The New Zealand Curriculum* (Ministry of Education, 2007) should be presented consistently in NZCER publications.

When used for the first time, cite the full document.

The five key competencies were introduced in *The New Zealand Curriculum* (Ministry of Education, 2007) (*NZC*). Other components of *NZC* were ...

If referred to five or more times, use abbreviation *NZC* thereafter. This is an abbreviation for the full title (*The New Zealand Curriculum*) and therefore is italicised, but not preceded by another “the” (“Though much of *NZC* is seen as reinforcing the previous curriculum ...”).

2.6.1 *Vision*

Use lower case, italics.

The vision of *NZC* is for young people who will be *confident, connected, actively involved, lifelong learners*.

2.6.2 Principles

Use lower case (except *Treaty of Waitangi*), italics.

NZC has eight principles. They are:

high expectations
Treaty of Waitangi
cultural diversity
inclusion
learning to learn
community engagement
coherence, and
future focus.

2.6.3 Values

Use lower case, italics.

The eight NZC values are:

excellence
innovation
inquiry and curiosity
diversity
community and participation
ecological sustainability
integrity; and
respect.

2.6.4 Key competencies

Use lower case, italics.

The five key competencies are:

thinking
using language, symbols and texts
managing self
relating to others; and
participating and contributing.

2.6.5 Learning area, strand, substrand, capabilities

Learning area

Use initial capital(s), roman.

Strand

Use initial capital(s), roman.

Substrand

Use initial capital(s), quotes.

In NZC there are eight learning areas: Science; The Arts; Health and Physical Education; Learning Languages; Mathematics and Statistics; Science; Social Sciences; and Technology.

The NZC learning area Science has five strands. Of these, The Nature of Science strand includes the following substrands: "Understanding about science"; "Investigating in science"; "Communicating in science"; and "Participating and contributing". The four other Science strands are Living World; Planet Earth and Beyond; Physical World; and Material World.

Achievement objectives

Use initial capital, double quote marks.

"Communicating in science" is one of the four achievement objectives in the Nature of Science strand. Another achievement objective is "Investigating in science".

Subject areas

Use normal or body text.

Subject areas (when NZC learning areas are not being specifically referred to) do not need a capital unless the word would normally need one.

English classes

the mathematics curriculum

primary school science teaching

Curriculum levels

Use lower case + figure

level 1, level 2

2.7 Science capabilities

For science capabilities, use roman, initial capital.

Gather and interpret data

Use evidence

Critique evidence

Interpret representations

Engage with science

2.8 Tātaiako

Use initial capital and italics.

Ka Hikitia (Ministry of Education, 2008, 2013) and *Tātaiako* (Ministry of Education, 2011) outline the Ministry of Education’s vision for Māori students and call on teachers to use pedagogy known to be effective for Māori students and be responsive to te ao Māori (the Māori world, or Māori world views).

Ministry of Education. (2011). *Tātaiako*. Author.

2.8.1 Cultural competencies

Use italics and lower case.

wānanga

whanaungatanga

manaakitanga

tangata whenuatanga

Te Kākano

Te Aho Tukutuku / Early Mathematics

When naming domains, use quotation marks, an initial capital, and a roman typeface.

“Pattern”—the process of exploring, making, and using patterns.

“Measuring”—answering the question “How big is it?”

“Sorting”—separating objects into groups with similar characteristics.

“Locating”—exploring space or finding or “locating” something, such as a place (location), or an item in space.

“Counting and grouping”—the process for working out the answer to a question about “How many?” Grouping involves putting things together.

“Shape”—naming shapes and identifying the unique specific properties or features of shapes.

Te Marautanga o Aotearoa terminology

Citation

When used for the first time in text, cite the full document.

Uara and *waiaro* are key to *Te Marautanga o Aotearoa* (Ministry of Education, 2008) (*TMOA*). Other components of *TMOA* had equal ...

If referred to five or more times, use abbreviation *TMOA* thereafter. This is an abbreviation for the full title (*Te Marautanga o Aotearoa*) and therefore is italicised, but not preceded by the English word “the” before “Te” (“Much of *TMOA* is innovative ...”).

In reference list:

Ministry of Education. (2008). *Te Marautanga o Aotearoa*

Ka eke ngā ākonga ki

Use lower case and italics.

Ka eke ngā ākonga ki ngā tino taumata mātauranga, me ngā tikanga Māori

Ka eke ngā ākonga ki te whānuitanga o ngā tūmomo pūkenga waiora

Ka eke ngā ākonga ki te whānuitanga o ngā kōwhiringa tūranga mahi

Ngā uara, ngā waiaro

Use initial capital and italics.

Is there a relationship between the values in NZC and ngā uara in TMOA?

Kia whanake ngā uara me ngā waiaro o te ākonga ake ngā uara o te ao Māori

Ngā uara o te ao whānui

Te reo Māori

Use initial capital and italics.

Kia eke te ākonga ki tōna taumata o te reo Māori

Kia eke ki ngā taumata mātauranga mā te huarahi o te reo Māori

Kia eke te ākonga ki tōna taumata o ngā reo

He toi mātauranga, he mana tangata

Use initial capital and italics.

Te ao o te ākonga

Te ao tawhito, te ao o nāianeī, te ao hou

Te ao whānui

Ngā wāhanga ako

Use capitals and roman.

Te Reo Māori

Pāngarau

Hauora

Tikanga ā-lwi

Ngā Toi Pūtaiao
Hangarau
Te Reo Pākehā
Ngā Reo

Ngā whāinga paetae

Use initial capitals, roman.

Te Pūtake o Te Marautanga o Aotearoa

Ngā āhuatanga ako

Use capitals, roman.

Te Whanake o te Taiao Kaupapa Māori
Te Taiao Ako Whānui
Te Āta Whakaaroaro, te Whakakoi Hinengaro
Te Whanake o ngā Momo Huarahi Ako
Te Whanake o te Ako-E
Te Whakarite Aromatawai Whai Take
Ngā Tikanga Aromatawai o te Kura Whānui
Te Whakahoahoa Marautanga ā-Kura

Ngā mātāpono whānui

Use capitals, roman.

Ko te Ākongā te Pūtake o te Ako
Kia Pūmau te Ākongā ki a ia Anō
Kia Eke te Ākongā ki tōna Taumata
Me Mahi Tahi te Kura, te Whānau, te Hapū, te Iwi, me te Hapori
Ko te Oranga Taiao, he Oranga Tangata

Te Whāriki

Citation

In text:

Te Whāriki (Ministry of Education, 1996, 2017)

In reference list:

Ministry of Education. (1996). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum*. Learning Media.

<http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx>

Ministry of Education. (2017). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum*. Author. <https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

Principles / Kaupapa whakahaere

Use lower case, italics.

empowerment / whakamana

holistic development / kotahitanga

family and community / whānau tangata

relationships / ngā hononga

Strands

Use italics, initial caps.

Wellbeing / Mana atua

Belonging / Mana whenua

Contribution / Mana tangata

Communication / Mana reo

Exploration / Mana aotūroa

1996 and 2017

When used in text, include the year of the version as required for clarity.

In Te Whāriki 1996...

Te Whāriki 2017...

3. Mechanics of style

In Word, set your default language either to English (New Zealand) or te reo Māori.
Set Zotero to APA 7.

Abbreviations, acronyms, initialisms

Consider using acronyms or initialisms when a term is used five or more times throughout your text.

Overuse of MLIs (multiple-letter initialisms) may cause a reader to become prematurely fatigued and think THPPP (terribly heavy ponderous prose predominates).


Aotearoa New Zealand

See preferred spellings, page 21. Do not add punctuation between the words.

Commas

Use the Oxford (serial) comma.

In a list of three or more items or in a series of three or more phrases, commas are used to separate all items. The final comma is called the Oxford or serial comma.

[Oxford comma] 
students aged 11, 12, or 13

Many principals engaged in juggling acts to match rolls to the size of school buildings, keep class sizes reasonable, and uphold their school's reputation.

Commas are used around such as and for example and follow the shortened forms i.e. and e.g.

Students are required to make meaning and respond to process vocabulary (e.g., explain, define, describe).

DOI

If available, add a Digital Object Identifier (DOI) to each item in a reference list. The DOI provides a persistent and stable web address even though a URL may change. It is not used in running text—instead, use an in-text citation to the publication. NZCER uses Crossref as our DOI administrator. Crossref asks that the prefix <https://doi.org/> is given for all DOIs in a reference list. You do not need to write “DOI” separately, it is just part of the url.

Deane, K. L., & Harré, N. (2016). Developing a thoughtful approach to evaluation: Values-driven guidelines for novice evaluators. *Evaluation Matters—He Take Tō Te Aromatawai*, 2, 53–78.
<https://doi.org/10.18296/em.0011>

Roberts, J. (2017). Editorial. *Set: Research Information for Teachers*, 1, 1–2.
<https://doi.org/10.18296/set.0066>

Ellipsis

To show missing words, use three equally spaced ellipsis points, whether between or within a sentence.

It is impossible to give absolute rules ... but a considerable degree of uniformity may be attained ...
Consider the general audience for the text.

Do not include a fourth ellipsis point to represent a full stop that has been omitted.

Figures and tables

Tables present data in rows and columns. Figures include graphs, charts, photographs, or other illustrations. For detailed guidance, see Chapter 5 of the APA manual (American Psychological Association, 2010).

When preparing figures and tables, check the following:

- Does every table column have a heading?
- Are all tables and figures referred to in the text?
- Will all elements in your figures remain legible when rendered at the publication page size, or when colour is printed as black and white?
- Are your file formats readable and editable by NZCER Press (e.g., docx, ppt, xls, jpeg, pdf, tiff, indd, ai file formats)?
- Is the figure high resolution?
- Are figures and tables numbered in the order in which they are discussed?
- Are your titles and labels given using capitals?

Figure 1. Aspects of the Mantle of the Expert

Graphs

See Figures and tables.

Hyphens and short rules

Table 1. Hyphens, En Rule, and Em Dash

| Hyphen (-) | Short or En dash (–) | Long or Em dash (—) |
|---|--|---|
| <p>To the right of 0 on the keyboard.</p> <p>No space before, may have space after (e.g., long- and short-term memory).</p> | <p>Ctrl + Num- [numeric keypad minus sign] in Word.</p> <p>No space either side.</p> | <p>Alt + Ctrl + Num- [numeric keypad minus sign] in Word.</p> <p>No space either side.</p> |
| <p>Use a hyphen in a temporary compound that is used as an adjective before a noun; for example:</p> <p>school-wide programme</p> <p>English-medium principal</p> <p>Write most words formed with prefixes as one word, with the following three exceptions:</p> <p>1. All self- compounds whether they are adjectives or nouns:</p> <p>the test was self-paced</p> <p>self-esteem</p> <p>2. Words that could cause confusion if not hyphenated:</p> <p>co-researcher</p> | <p>Use to separate two measures, periods of time, or connected terms:</p> <p>the Saphir–Whorf hypothesis</p> <p>the 2012–2018 partnership schools–kura hourua period</p> <p>Use for page spans:</p> <p>Reynolds, M. (2017). Video and vā: Caring for relationality in Pasifika education. <i>Set: Research Information for Teachers, 2</i>, pp. 34–41. https://doi.org/10.18296/set.0068</p> <p>In summary, children are clearly engaged in “a repertoire of mathematical practices” (Ministry of Education, 2009, pp. 5–6).</p> | <p>NZCER uses the closed em dash in preference to the open en dash when using in pairs instead of commas or parentheses, for greater emphasis; for example:</p> <p>It appears that outcomes—in terms of scores and activities—could be improved.</p> <p>Use instead of a colon before a long list of pointed items, or before a final statement</p> |

| | | |
|---|--|--|
| <p>co-constructed</p> <p>3. Prefixes before words beginning with a capital letter:</p> <p>non-Māori</p> <p>In predominantly English-language work, don't use hyphens for compounds formed using languages other than English:</p> <p>an example of a priori reasoning</p> <p>in a reo Māori context</p> | <p>Use in sense of "to":</p> <p>November–December</p> <p>the 2017–2018 Annual Report</p> <p>10–15 days</p> | <p>explaining, or in apposition to, preceding statements; for example:</p> <p>Bilingual schooling, therefore, is nothing new—self-contained school systems making use of just one language are very recent developments indeed.</p> <p>Use the long dash to indicate only a sudden interruption in the continuity of a sentence. Overuse weakens the flow of material.</p> |
|---|--|--|

Italics

Use italics for the names of books, and of a series.

Shopping with Mother was the first book in the *Ready to Read* series.

Section 2 shows how italics are used for terms in the New Zealand education system.

Job titles

Job titles are generally lower case, but they are capitalised when attached to a name, form part of a salutation in correspondence, or stand alone on a business card or website bio.

Principal Skinner met with the general manager research and development. They drafted a letter to the minister beginning: 'E te Minitia, tēna koe' and to a professor of education: 'Dear Professor Smith, ...'

Lists

Lists may be used in a sentence or paragraph. Alternatively, they may be ordered either using bullets, or using numbers or letters if the sequence is important.

In a sentence or paragraph, use lowercase letters for elements in a series.

The standards for good figures are simplicity, clarity, and continuity. A good figure (a) augments rather than duplicates the text, (b) conveys only essential facts, and (c) omits visually distracting detail.

When using bullet points, numbers, or letters, keep lists to seven points or fewer. If the first word (or words) of every bullet point is the same, that word (or words) should be lifted up to end the lead-in statement.

If the lead-in statement is not a complete sentence

Where the lead-in statement is not a complete sentence, there are two possible ways to proceed depending on the content of the bullet points.

1. Each bullet point is followed by a part of a sentence. Begin each one with a lower case letter. Don't use any punctuation at the end of each statement—only the last point ends with a full stop. (Each bulleted part, when joined to the lead-in statement, must form a separate, complete sentence.)

The standards for good figures are simplicity, clarity, and continuity. A good figure:

- augments rather than duplicates the text
- conveys only essential facts
- omits visually distracting detail
- is easy to read
- is easy to understand.

2. Each bullet point is followed by a series of statements. Begin each one with a lower case letter. Separate them with semicolons or, where appropriate, an em dash. Only the last point ends with a full stop. (Each bulleted part, when joined to the lead-in statement, must form a separate, complete sentence.)

The standards for good figures are simplicity, clarity, and continuity. A good figure:

- augments rather than duplicates the text; hence, any duplicate material should be deleted from the text
- conveys only essential facts; supporting and interpretive information can be incorporated into the text
- omits visually distracting detail; therefore, the range of design features should be kept to a minimum
- is easy to read—its elements (type, lines, labels, symbols, etc.) are large enough to be read with ease in the printed form
- is easy to understand—its purpose is readily apparent.

If treating the list this way produces a clumsy result (e.g., when the bulleted parts are of different length and complexity) amend the lead-in statement so that it reads as a complete sentence (e.g., “The standards for good figures are simplicity, clarity, and continuity.”), then form the list as below.

If the lead-in statement is a complete sentence

Where the lead-in statement is a complete sentence, end it with a full stop. Each bullet point will itself be a complete sentence or series of sentences. Begin each one with an upper case letter and end it with a full stop.

The standards for good figures are simplicity, clarity, and continuity.

- A good figure augments rather than duplicates the text.
- It conveys only essential facts.
- It contains no visually distracting detail.
- The elements of a good figure (type, lines, labels, symbols, etc.) are large enough to be read with ease in the printed form.
- A good figure is easy to understand—its purpose is readily apparent.

Numbers

Expressed in words or figures

Numbers beginning a sentence are always spelt out. Numbers under 10 are spelt out unless they refer to precise measurements. Figures are used for numbers 10 and over. The same rule applies to ordinal numbers (e.g., second, 11th).

Precise references to time, age, and other forms of measurement are usually given in figures. Use a comma if four or more digits:

7 days

10 km

a child 11 years old

a 3-year-old toddler said

5,437 responses

Number-heavy text

In number-heavy statistical and technical writing, figures can be used for all numbers except ordinals under 10.

You will have to use your judgement in some circumstances.

- The number 1 is usually best spelt out as one, but can be a numeral when used in a sentence with other numbers.
- If several numbers appear close together in a sentence, one may need to be spelt out for clarity; for example:

The trainees were placed in schools in eight 3-week blocks.

Percentages

Percentages always use numerals and the percentage symbol; for example, 10%. Exception is when it begins a sentence, then it is in full; for example,

“Ten percent of people who ...”

Year levels

Students in Years 7–10 are not merely waiting for ...

For the Standard 4 students the curriculum drivers were similar to today's Year 6 classes

However, when using these terms in a general sense, there is no need for a capital.

the various year levels in this school

Solidus / forward slash

Use a space before and after a solidus / forward slash because it aids readability (e.g., National Library of New Zealand subjects / genres). However, when using single words as options or alternatives there's no need for space: both/and; either/or.

Tables

See Figures and tables above.

4. Our preferred usage

Use “s” spellings, not “z”

emphasise

familiarise

Preferred spellings

| | | |
|-------------------------------|---------------------------------------|---|
| acknowledgement | focuses | policy makers |
| adviser/advisory analyse | forums | preschool |
| Aotearoa New Zealand | framework | problem solving |
| appendices | fulfil | program (computer) |
| assessment for learning (AFL) | gauge | programme (general) |
| backup | indexes (to books) | recognise |
| baseline | indices (mathematical) | reo Māori (adjectival / modifying compound) |
| boards of trustees | indigenous (lower case as is generic) | self-assessment |
| bureaus | install/instalment | self-regulated |
| censuses | internet | self-review |
| co-ordinate | judgement | sociocultural |
| criteria | learnt | socioeconomic |
| curricula | maximums (general) | spelt |
| dataset | maxima (mathematical) | storytelling |
| decision makers | media | syllabuses |
| decision making | mileage | time frame |
| dependant (noun) | misspell | timeline |
| dispatch | misstatement | wellbeing |
| e-learning | ongoing | West / Western (political) |
| email | organisation | world view |
| encyclopedia | organise | |

Plural forms take a plural verb.

What do the data tell us?

Te reo Māori

Te reo Māori is an official New Zealand language.

Follow *Guidelines for Māori Language Orthography* (Te Taura Whiri i te Reo Māori, 2012).

Use the macron in all publications.

Spelling

In general, use *He Pātaka Kupu* (Te Taura Whiri i te Reo Māori, 2008) and the *Dictionary of the Māori Language* (Williams, 2003), supplemented by *Te Aka* (maoridictionary.co.nz).

For *Te Marautanga o Aotearoa* (Ministry of Education, 2008) use *Te Papakupu o Te Marautanga o Aotearoa* (<http://paekupu.co.nz>), which covers the wāhanga ako of Ngā Toi, Pāngarau, and Pūtaiao.

For project- or curriculum-specific technical terms, other resources may be appropriate.

In predominantly English-language work there's no need to hyphenate adjectival modifying compounds: reo Māori plans; tikanga Māori activities.

Plural or possessive “s”

Avoid using the plural or possessive “s” with Māori words.

Use:

- the ball court of the whare hākinakina
- in the report completed by Piripi and Niwa
- all wānanga took a similar approach
- training of a kaiako or training of kaiako

Avoid:

- * the whare hākinakina's ball court
- * in Piripi and Niwa's completed report **or** in Piripi's and Niwa's completed report
- *all wānangas took a similar
- *kaiako's training **or** kaiakos' training

Hyphens

Te Taura Whiri recommends the hyphenation of place names, and NZCER follows this practice in work published in te reo Māori. It is not necessary to hyphenate place names in work published predominantly in English as there's little chance of ambiguity.

Kua haere māua ko Matiu ki Te Whanganui-a-Tara kei Te Upoko-o-Te-Ika, kei reira kōrero ai tātou.

Matthew and I went to Te Whanganui a Tara at Te Upoko o Te Ika, where we collectively discussed the matter.

Italics

As te reo Māori is an official New Zealand language, words are only italicised following the advice in APA (6th edition) section 4.21 (American Psychological Association, 2010).

Use italics for:

- titles of books, periodicals, plays, films, TV shows, and their abbreviations
 - In Briar Grace-Smith's play *Purapurawhetū* ...
 - In *Te Marautanga o Aotearoa* (Ministry of Education, 2008) (*TMOA*) ... Another aspect of *TMOA* is ...
- introduction of a new, technical, or key term needs italics at the first instance:
 - The term *kiriwhakaari* (actor) ... By contrast, the term *kiripuaki* (character) ... The lines were delivered by the *kiriwhakaari* Keisha Castle-Hughes playing the *kiripuaki* Paikea
- a letter, word, or phrase cited as a linguistic example:
 - The term *kīrehe angawaho* (arthropod) is formed by combining the word *kīrehe* (animal) with the neologism *angawaho* (exoskeleton) ... The biology students studied *kīrehe angawaho* in Term 1 ...
- words that could be misread:
 - In response to the fundraising committee's *take*, the school board's recommendations were somewhat *more*
- anchors of a scale:
 - use of te reo Māori ranged from 1 (*kāhore kau*) to 5 (*ngā wā katoa*).

Do not use italics for:

- mere emphasis
 - Incorrect: When programme funding was reduced all *tumuaki* were *riri*, and asked ...
- letters used as abbreviation (unless the abbreviation is of a title: in *Te Marautanga o Aotearoa* (Ministry of Education, 2008) (*TMOA*)).

Using te reo Māori in your writing

Use te reo Māori with integrity and respectfully, and be consistent in your usage patterns.

Language appropriation

Avoid language appropriation; that is, taking minimal elements of te reo Māori and placing them in a non-Māori context with no discussion of the elements' origins and why it is appropriate to recontextualise them, and no explicit justification for the new usage. Be wary when taking words with a particular meaning and applying them to different cultural concepts without associating the new use with the word source.

OK in context:

Can other cultural traditions have whakataukī (proverbs, significant sayings, aphorisms)? Can an aphorism be called a whakataukī, such as 'Tis education forms the common mind, / Just as the twig is bent the tree's inclined' (Alexander Pope)? My position in this article is that ...

Possible appropriation:

*The music class were learning the waiata tawhito of the Renaissance, and practised 'Greensleeves'.

Bilingual titles and phrases

For bilingual titles or headings where words or phrases are of equal weight, use: Te reo Māori first, open solidus (slash), English

He uiuinga / Interviews

He matatika / Ethics

Kaupapa Māori publications

For publications not written in te reo Māori, use bilingual titles, headings, and subheadings.

Other publications

As te reo Māori is an official language in Aotearoa New Zealand it is appropriate to use bilingual headings in publications. Before you do, use a quick checklist.

Consider:

- subject matter
- intended readership
- client needs
- risk of practising language appropriation
- budget for translation.

Parts of a publication

It may be appropriate to use bilingual headings in your report or book. Our standard headings include:

- He ihirangi / Contents list
- He tūtohi / List of tables
- He hoahoa / List of figures
- He kupu taka / Terms
- He whakarāpopototanga / Executive summary
- He kupu whakataki / Introduction
- He uiuinga / Interviews
- He matatika / Ethics
- He kōrero tūāpapa / Background
- He kitenga, he matapaki / Findings and discussion
- He kupu whakakapi / Conclusion
- Ngā tohutoro / References

Heading levels

If using bilingual headings, use for the highest three heading levels.

Word division

Compound words that contain four vowels or fewer: write as a single word.

wharekura, wharekai

Compound words containing five or more vowels: write as two (or more) words.

whare hākinakina, taunga waka rererangi, kai moana

Te Taura Whiri offers further guidance on treatment of these compound words.

However, for groups of related words, the trend has been to aim for consistency of style within a group following whichever convention gives the 'best fit' for the group as a whole. For example, for the types of angle (koki), koki is written separately from the word that follows it, regardless of the number of vowels in the resultant compound: koki roto 'interior angle'; koki tāhapa 'acute angle'. In science, various types of meter are written thus: ine-aho 'light meter', ine-iahiko 'ammeter', ine-taumaha, 'electronic scale'. Similarly, oropuare and orokati are now written as one word for congruency, orokati was previously written as two. (Te Taura Whiri i te Reo Māori, 2012, p. 9)

Glossing

As te reo Māori is an official language, NZCER does not accept in-text glosses of non-specialist or non-technical language unless your readership is international and may need a general glossary of te reo Māori words.

If you envisage a primarily international readership, consider providing a link to a good online Māori dictionary, or supply a Glossary of Te Reo Māori and provide a note alerting readers to this at the first occurrence of a glossed word.

Participants were provided with rauemi.¹ These included ...

1. All Māori-language content in this [article/report] is included in the Glossary of Te Reo Māori.

or

1. For te reo Māori, readers are invited to consult www.maoridictionary.co.nz

Translations

If research participants' discussion or source material is in te reo Māori, it is not necessary to provide a translation of quoted material. Your commentary should provide a context for each quotation.

Regional vs national usage

NZCER as a national organisation follows Te Taura Whiri orthography except when quoting. Avoid immediate "sneer corrections" in your writing.

[commentary] Our project research area extended to the west, including Te Āti Haunui-a-Pāpārangi and beyond ... We also interviewed participants from Te Tai Tokerau and Te Tai Rāwhiti ...

[quote, avoiding closely juxtaposing with NZCER use of Te Taura Whiri orthography if possible]
"Kaiako from Atihau in the Tai Hauauru, and also kaiako from Tairāwhiti and Taitokerau—they all attended our first three hui and did not support that policy shift, so I said ..."

Preferred uses

whānau, ākonga, kaiako, kura

Be clear whether you mean:

- whānau Māori, or all families
- ākonga Māori, or all students
- kaiako Māori, or all teachers
- kura kaupapa Māori, or schools.

Community languages

Italicise and gloss when introducing a new word not in *The New Zealand Oxford Dictionary* (Deverson & Kennedy, 2005). After the word or phrase has been used once you don't need to italicise or gloss—use roman thereafter.

When used for the first time, italicise and gloss.

Tongan concepts such as *tauhi vā* (to maintain strong relational ties or connections) which explain the kinds of cultural knowledge and activities valued by the *kāinga* (extended families) are unfamiliar to most teachers in New Zealand.

Thereafter, use roman type, no gloss.

I seek to actively provide teachers with information about the knowledge and activities treasured by the *kāinga*, which teachers can utilise in the classroom ... Learning to maintain strong relational ties or connections (*tauhi vā*) based on care and trust is valued knowledge for Tongan males in accordance with their roles and responsibilities in Tongan society (Fa'avae, 2017).

Fa'avae, D. (2017). Family knowledge and practices useful in Tongan boys' education. *set: Research Information for Teachers*, 2, 49–56. <https://doi.org/10.18296/set.0082>

Gender-neutral language

Use gender-neutral language without joining the plural (e.g., “they” and “their”) to the singular (e.g., “the student”, “the child”) in the same sentence. Avoid using “he or she”.

Small-group work enables a teacher to monitor each child individually reading the text.

Do use the plural:

How do children learn? They engage ...

Children may read their books ...

... create a learning environment for children and enable them to ...

Avoid mixing singular and plural:

*How does a child learn? They engage ...

*A child may read their books ...

*Create a learning environment for the child and enable them to ...

*Small-group work enables a teacher to monitor each child individually when they read the text.

Quotations

A quotation may be as short as a single word which communicates either a matter of substance or the perspective of the source being quoted. Use single quotation marks for a single word quote as follows.

In this example, the source text is Smith, 1995, p. 18 which states:

Teachers said they preferred to incorporate the guidelines.

In text quoting Smith's perspective, a single word is quoted:

For the guidelines, which teachers said they tended to 'incorporate' (Smith, 1995, p. 18) ...

Use double quotation marks to show the beginning and end of quoted material. Use single quotation marks to show a quotation within a quotation.

If quoted material takes up more than two lines, indent the passage. The citation goes outside the final full stop:

Within the curriculum, poetic writing is defined as follows:

Writing which has been crafted or shaped to convey ideas, thoughts, feelings, and sensory qualities to evoke a response from the reader. It is characteristic of fiction, biography, travel, and other personal narrative, as well as of poetry. (Ministry of Education, 1994, p. 141)

Punctuation marks which are part of quoted matter go inside the quotation marks:

The principal confronted the teacher with "What are those shoes doing out there? The place looks like a pigsty!"

If the quotation is not a complete sentence, the full stop goes outside the quotation marks:

Such efforts were usually described by the teachers as "too little and too late".

If italicising quoted material emphasis of particular words, note in square brackets:

Such efforts "were usually described by the teacher as 'too *little* and too *late*'" [Italics added].

Other uses of quotation marks

Use double quotes for the first instance of a word used ironically, and for slang, idiom, jargon, clichés, non-formal language and the like, but do not use quotes after the first use. Think of them as a sign of your familiarity with the language of the research context, or as marking a phrase that is better suited for a face-to-face conversation rather than a formal piece of writing. They may also be treated as the punctuation equivalent of a pair of tongs. Be careful of overuse.

[familiarity] However, the remaining Health and Physical Education student went to the wharf to “pop a fat manu” ...

[cliché] They used the tool to “chisel away” at the Not Achieved base. If they were to chisel away further, the news ...

[pair of tongs] The standards were intended to “enhance” learning. However ...

When to include the year in citations appearing more than once in a paragraph

All citations that enclose the author name in parentheses should always include the year.

For the first citation in each paragraph, use (author name, year) in parentheses. In subsequent citations, when the author’s name is part of your text and is not cited using parentheses, you don’t need to include the year.

Words are then used in specific disciplinary contexts (Shanahan & Shanahan, 2008). There are many examples of such disciplinary use, with Shanahan and Shanahan noting maths usage ... In addition, the model of literacy progression places disciplinary literacy at the apex of literacy development (Shanahan & Shanahan, 2008).

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