

Teacher Rubric for Assessment PLD					
Focus Area	Emerging		Developing	Proficient	Outstanding
Evidence informed approaches	Using high impact practices to inform assessment approach	I am familiar with some assessment practices that I use most of the time. These practices help me to measure the learning that has taken place.	I am growing my understanding about the high impact assessment practices from the Best Practice Assessment Guidance (BPAG).	I consistently use the high-impact assessment practices from the BPAG. I measure the impacts these practices have and tailor my approach for all students.	I understand and appropriately use the high-impact assessment practices from the BPAG to inform my decision making about my approach to assessment. I continuously measure the impacts these practices have and tailor my approach for all students.
	Using quality information to plan teaching	When planning for learning, I do not involve ākonga or consider evidence of learning. I teach only to the year level of the ākonga and the curriculum to identify starting points.	When planning for learning, I often use evidence to identify key strengths and weaknesses in my class, and to create ability groups.	When planning for learning, I regularly use evidence and dialogue with ākonga, whānau, colleagues and others to identify key strengths and weaknesses in my class and across wider teams, to differentiate instruction and to create like & mixed-ability groupings.	I use quality assessment information to notice, recognise and respond to the impact my teaching, learning and assessment is having for all students. This analysis informs the planning of collaborative and co-constructed learning experiences that consider both curriculum requirements in conjunction with ākonga needs.
	Knowledge of the use of data and quality information (data literacy)	I do not know very much about analysing and using data.	I have limited knowledge of how to analyse student data and use it to identify patterns of learning, track progress and identify student needs and strengths.	I work with others to build my data knowledge and skills. My competency is growing, and I have confidence in managing, interpreting and using data and evidence of student learning and progress.	I confidently contribute to our school-wide evidence-centered dialogue and practice. I have a research informed understanding of assessment principles and effective data collection practices. I work collaboratively to consider our ongoing opportunities for learning about effective evidence collection and assessment practices. I give timely, targeted and reciprocal feedback to students, parents, and whānau about assessment data.
Equitable, inclusive and accessible	Assessing all ākonga	I lack the assessment strategies to include ākonga who have learning difficulties or physical challenges (deaf, low vision etc.) in classroom assessment activities.	When I can I look for ways for all ākonga to be assessed in some way against what we are learning even if I am changing the learning outcomes for students with specific learning needs.	I have a range of strategies to assess ākonga, including those who have specific learning needs, physical challenges and those who are neurodiverse.	I use assessment practices that help identify students’ strengths, skills, and potential. I differentiate our learning and assessment strategies to meet the learning needs of all ākonga and I report progress against curriculum expectations and goals from support plans when appropriate. I take practical action to avoid biases and ensure fairness in my assessments.
	Ākonga involvement (agency) in learning	I find it difficult to include ākonga in my assessment development and analysis processes, and I rarely share evidence of learning with them.	I share evidence with ākonga, but it is mainly evidence with a summative purpose. Deep dialogue with ākonga about their progress is infrequent. Ākonga are given some opportunities to provide feedback on our class assessment processes and practices.	I share most evidence with ākonga and they are encouraged to use this to reflect on and evaluate their own progress and set learning goals. Ākonga have some input into the design and evaluation of our class or team assessment processes and practices.	I work as part of the school team to build the assessment skills of ākonga by supporting them to use evidence of learning to critically evaluate their own progress and plan for their next steps in learning. By making the learning progression explicit, I support ākonga to reflect and set ambitious learning goals. I understand the purpose of assessment and ākonga have regular input into the design and timing of the collection of their evidence.
	Whānau involvement (agency) in learning	Whānau are not generally part of our class evidence gathering and analysis processes. I rarely share assessment evidence with them apart from formal reporting.	Whānau are given opportunities to learn about how their children are progressing and provide feedback on our class assessment processes and practices, though this tends to be at a high level (e.g., formal report, interviews).	I regularly communicate assessment evidence to whānau in a variety of ways and seek their input from time to time.	I actively foster authentic partnerships with parents and whānau as key contributors to learning. I create opportunities to work alongside parents and whānau for setting goals and co-designing learning pathways that align to their aspirations. Whānau are active participants in the processes of evidence collection and reporting. Constant sources of evidence are shared with whānau through an ongoing dialogue about ākonga learning and achievement.
Outcomes and impact	Assessment practices measure and bring clarity to what is required for success	I do not share learning goals with ākonga and do not show them what success in learning will look like for them.	I use learning goals with ākonga from time to time and sometimes show them what success in learning will look like. When I use success criteria, I tend to provide that information to ākonga rather than involve them directly in that process.	I use learning goals with ākonga most of the time and I often try to co-construct these with them so they can identify when they have been successful. Ākonga can usually articulate what they are learning and what success in learning looks like, but this is not consistent for every learning activity or curriculum area.	I use a range of quality assessment information to measure the positive shifts in learning outcomes for my students. Ākonga are always aware of what they are learning We co-construct success criteria with ākonga and they are confident in doing this. Ākonga know what they are learning, and they always have information that shows them what success in their learning will look like. Ākonga can articulate how and when they know they have learnt something or mastered a concept.
Enabling infrastructure	Collection, analysis and sharing of quality information	I do not systematically collect or store evidence of learning. It is not discussed across the school, and I have my own limited system and files.	I am beginning to be efficient and knowledgeable in collecting and storing evidence of learning and I sometimes share and discuss with colleagues what it means for ākonga in my class.	I collect classroom evidence of learning from a variety of sources and in a variety of forms. It is stored in a way that makes it accessible and I often share it and use it to discuss how to improve ākonga outcomes across my team and with school leaders.	I contribute to identifying what quality information is valued at our school and community and I am aware of and use systematic ways to collect and store evidence of ākonga learning. I ensure that I follow process so that evidence from my ākonga is accessible to all and I use it regularly and collaboratively to inform next steps in learning. I ensure that appropriate assessment data travels with the student to support transitions.
Building capability	Building capability through professional learning and inquiry	Analysing and using data hasn’t been a focus of my professional learning, and I have not sought out information on it. I don’t consider evidence of ākonga learning and achievement as a way of knowing about my own impact and what I should learn to improve their results.	I have undertaken some professional learning and inquiry into analysing and using data and I am beginning to see that evidence of ākonga learning and achievement is my way of knowing about my impact and what my own next learning steps are.	I am confident analysing and using data and I frequently use that evidence with colleagues to plan my own learning based on needs we have identified from our ākonga evidence sources.	As part of my ongoing learning, I am actively engaged in evidence-inquiry cycles linked to identified issues and priorities. I know that ākonga success is linked to my teaching and through the evidence-inquiry cycles am constantly inquiring into my own impact and discussing that with my colleagues to learn from each other.
Tools & resources to support practice	Sources of quality information	The evidence of learning I collect is primarily literacy and numeracy focused and is collected from formal testing.	My analysis of evidence focusses primarily on literacy and numeracy but sometimes includes other assessment data (e.g. teacher judgements against standards, attendance and behaviour).	My analysis of evidence focuses on many of the dimensions of progress and achievement. I am committed to supporting the development of the whole child and seek data sets that provide this information (e.g. learning conversations and observations).	I collaborate in collecting and analysing evidence that focuses on all dimensions of ākonga and their learning. I use quality assessment information from observations, conversations, tasks, and tools to make informed decisions. I check the assessments I use for validity, reliability, and fairness. I use moderation to develop a shared understanding of progress with my colleagues.

School Leader Rubric for Assessment PLD					
Focus Area	Emerging		Developing	Proficient	Outstanding
Evidence informed approaches	Using high impact practices to inform assessment approach	Our school has no shared approach towards implementing consistent assessment practices that it uses.	Our school has begun unpacking the Best Practice Assessment Guidance (BPAG) and is now growing its understanding about the high impact assessment practices.	Our school has structures in place to continue to use of the high-impact assessment practices from the BPAG. We measure the impacts these practices have and use it to inform our school-wide planning.	All our staff understand and appropriately use the high-impact assessment practices from the BPAG to inform our decision making about our approach to assessment. As a collective, we continuously measure the impacts these practices have and use it to inform our approaches to assessment at the school level, and the classroom level.
	Using quality information to plan teaching	When planning for learning, we do not involve ākonga or consider evidence of learning. We teach only to the year level of the ākonga and the curriculum to identify starting points.	When planning for learning, our school often uses evidence to identify key strengths and weaknesses in classes, as well as to create ability groups.	When planning for learning, our teachers regularly use evidence and dialogue with ākonga, whānau, colleagues and others to identify key strengths and weaknesses in within their classes and across teaching teams, to differentiate instruction and to create like & mixed-ability groupings.	All our staff use quality assessment information to notice, recognise and respond to the impact of our teaching, learning and assessment is having for all our students. This analysis informs our planning of collaborative and co-constructed learning experiences that consider both curriculum requirements in conjunction with ākonga needs.
	Knowledge of the use of data and quality information (data literacy)	Few, if any teachers in the school know very much about analysing and using data.	Our school has limited knowledge of how to analyse student data and use it to identify patterns of learning, track progress and identify student needs and strengths.	We work together to build our data knowledge and skills. Our competency is growing, and we have confidence in managing, interpreting and using data and evidence of student learning and progress.	All teachers confidently contribute to our school-wide evidence-centered dialogue and practice. We have a research informed understanding of assessment principles and effective data collection practices. We work collaboratively to consider our ongoing opportunities for learning about effective evidence collection and assessment practices. We give timely, targeted and reciprocal feedback to our students, parents, and whānau about assessment data.
Equitable, inclusive and accessible	Assessing all ākonga	Across our school, we lack the assessment strategies to include ākonga who have learning difficulties or physical challenges (deaf, low vision etc.) in classroom assessment activities.	When we can we look for ways for all ākonga to be assessed in some way against what we are learning even if the learning outcomes for students with specific learning needs have been changed.	We have a range of strategies to assess ākonga, including those who have specific learning needs, physical challenges and those who are neurodiverse.	All teachers use assessment practices that help identify students’ strengths, skills, and potential. We differentiate our learning and assessment strategies to meet the learning needs of all ākonga and we can report progress against curriculum expectations and goals from support plans when appropriate. Our school takes practical action to avoid biases and ensure fairness in our assessments.
	Ākonga involvement (agency) in learning	Across our school, our teachers find it difficult to include ākonga in our assessment development and analysis processes, and we rarely share evidence of learning with them.	Our school shares evidence with ākonga, but it is mainly evidence with a summative purpose. Deep dialogue with ākonga about their progress is infrequent. Ākonga are given some opportunities to provide feedback on their class assessment processes and practices.	Our school shares most evidence with ākonga and they are encouraged to use this to reflect on and evaluate their own progress and set learning goals. Ākonga have some input into the design and evaluation of their class assessment processes and practices.	We work as a team to build the assessment skills of ākonga by supporting them to use evidence of learning to critically evaluate their own progress and plan for their next steps in learning. By making the learning progression explicit, we are all able to support ākonga to reflect and set ambitious learning goals. We all understand the purpose of assessment and ākonga have regular input into the design and timing of the collection of their evidence.
	Whānau involvement (agency) in learning	Whānau are not generally part of our class evidence gathering and analysis processes. We rarely share assessment evidence with them apart from formal reporting.	Whānau are given opportunities to learn about how their children are progressing and provide feedback on our class assessment processes and practices, though this tends to be at a high level (e.g., formal report, interviews).	We have systems in place to regularly communicate assessment evidence to whānau in a variety of ways and seek their input from time to time.	Our school actively fosters authentic partnerships with parents and whānau as key contributors to learning. We create opportunities to work alongside parents and whānau for setting goals and co-designing learning pathways that align to their aspirations. Whānau are active participants in the processes of evidence collection and reporting. Constant sources of evidence are shared with whānau through an ongoing dialogue about ākonga learning and achievement.
Outcomes and impact	Assessment practices measure and bring clarity to what is required for success	We do not share learning goals with ākonga and do not show them what success in learning will look like for them.	Our school uses learning goals with ākonga from time to time and sometimes show them what success in learning will look like. When success criteria are used, that information is provided to ākonga rather than involve them directly in that process.	Teachers use learning goals with ākonga most of the time and they often co-construct these with them so they can identify when they have been successful. Ākonga can usually articulate what they are learning and what success in learning looks like, but this is not consistent for every learning activity or curriculum area.	We use a range of quality assessment information to measure the positive shifts in learning outcomes for my students. Across our school, ākonga are always aware of what they are learning through information that is shared during lesson/topic of work. We co-construct success criteria with ākonga and they are confident in doing this. Ākonga know what they are learning, and they always have information that shows them what success in their learning will look like. Ākonga can articulate how and when they know they have learnt something or mastered a concept.
Enabling infrastructure	Collection, analysis and sharing of quality information	Our school does not systematically collect or store evidence of learning. It is not discussed across the school, and we have limited systems and files.	Our school is beginning to be efficient and knowledgeable in collecting and storing evidence of learning and we sometimes share and discuss with colleagues what it means for ākonga in our classes.	Our school collects classroom evidence of learning from a variety of sources and in a variety of forms. It is stored in a way that makes it accessible and we often share it and use it to discuss how to improve ākonga outcomes across our teams and the whole school.	We have identified what quality information is valued at our school and community, and we have systematic ways to collect and analyse this. Evidence about our ākonga is accessible and used regularly to inform next steps in setting targets and measuring impact. We ensure that appropriate assessment data travels with the students to support their transitions.
Building capability	Building capability through professional learning and inquiry	Analysing and using data hasn’t been a focus of our professional learning. Our school doesn’t consider evidence of ākonga learning and achievement as a way of measuring our impact and what I should learn to improve their results.	Our school has undertaken some professional learning and inquiry into analysing and using data. We are beginning to see that evidence of ākonga learning and achievement is a way of knowing about our impact and what our schools next learning steps are.	Our teachers can confidently analyse and use data. We frequently use evidence from across our school to plan our school strategies and set and measure progress against these targets.	Our teachers are actively engaged in evidence-inquiry cycles linked to identified issues and priorities. Our teachers recognise that ākonga success is linked to their teaching and through the evidence-inquiry cycles. They are constantly inquiring into their own impact and that is discussed among colleagues to learn from each other.
Tools & resources to support practice	Sources of quality information	The evidence of learning we collect is primarily literacy and numeracy focused and is collected from formal testing.	Our analysis of evidence focusses primarily on literacy and numeracy but sometimes includes other datasets (e.g. teacher judgements against standards, attendance and behaviour).	Our analysis of evidence focuses on many of the dimensions of progress and achievement. As a school, we are committed to supporting the development of the whole child and seek data sets that provide this information (e.g. learning conversations and observations).	We collaborate to collect and analyse evidence that focuses on all dimensions of ākonga and their learning. Our teachers use quality assessment information from observations, conversations, tasks, and tools to make informed decision. We check the assessments we use for validity, reliability, and fairness. We moderate within our school and across schools to develop a shared understanding of progress and achievement.

Kaiako Rubric for Aromatawai PLD					
Focus Area	Emerging		Developing	Proficient	Outstanding
Evidence informed approaches	Using quality information to plan teaching	In planning for learning, I am beginning to gather evidence of ākongā progress, achievement and success but will consider involving ākongā and their whānau later in the process. I tend to focus primarily on the tūāre level to guide my teaching practice.	I am becoming more confident in using evidence to identify key strengths within each ākongā and create groupings and authentic learning experiences that reflect their capabilities, interests and needs.	I consistently use evidence from ākongā, whānau, and colleagues to understand their strengths, needs, and aspirations. Through my knowledge of aromatawai pedagogy and practices I differentiate instruction and create groupings that support both ability and mixed-ability approaches, ensuring all ākongā are supported and challenged.	I integrate multiple sources of evidence in a collaborative and co-designed planning process. I focus on ākongā strengths and learning journeys, ensuring the curriculum and teaching are responsive to their needs, strengths, and cultural contexts. I work in partnership with whānau and the wider community to tailor authentic learning experiences. I have seen positive shifts in learning outcomes for ākongā because of using quality aromatawai to inform teaching.
	Approach (to collecting and using) quality information	I am beginning to explore how to collect and use evidence to inform my teaching decisions. I seek support from colleagues to better understand how to align data and aromatawai information with ākongā strengths and learning goals.	I gather evidence to assess ākongā learning progress, achievement and success. I am learning to interpret data and aromatawai information, in ways that reflect both the academic and cultural strengths of ākongā. I am starting to involve others in discussions about how to best use this evidence.	I consistently work collaboratively with colleagues to determine and interpret what evidence will best reflect ākongā strengths, development, and progress. I regularly analyze this evidence to identify ways to enhance ākongā outcomes.	I contribute to a shared school-wide approach to evidence collection, ensuring that it is comprehensive and culturally responsive. I work with colleagues to analyze diverse data and aromatawai information, reflecting the full spectrum of ākongā development, and collaboratively plan next steps for all ākongā at individual, class, cohort, and whole-school levels.
	Knowledge of the use of data and quality information (data literacy)	I am learning how to analyze and use data and aromatawai information effectively. I recognize the value of evidence, and I am beginning to focus on strengths, progress, and areas where ākongā can grow further.	I am becoming more skilled at using data and aromatawai information, to identify patterns of learning. I now recognize the importance of connecting data and aromatawai information with ākongā cultural and individual strengths	I consistently collaborate with colleagues to enhance my understanding of data analysis. I apply my growing knowledge to interpret data and aromatawai information, in ways that are culturally and contextually relevant, identifying both the strengths and areas for growth for ākongā.	I confidently contribute to evidence-based discussions across the kura. My in-depth understanding of aromatawai pedagogies, practices and approaches allows me to inform and support colleagues and whānau in interpreting data and aromatawai information, recognizing strengths, and fostering an ongoing culture of learning.
Equitable, inclusive and accessible	Assessing all ākongā	I am beginning to collect and use aromatawai information to support <i>ākongā</i> learning. I am developing an understanding of how aromatawai practices can be used to recognize and support diverse learning approaches.	I use aromatawai practices that respond to <i>ākongā</i> learning needs and I share aromatawai information with <i>ākongā</i> . <i>I am</i> continuing to develop aromatawai approaches and practices that are clear and accessible to them.	I consistently apply a range of aromatawai approaches and practices, that recognize the diverse ways <i>ākongā</i> learn. I actively involve <i>ākongā</i> in selecting, reviewing, and analysing aromatawai information to support their learning.	I have created a learning culture where a variety of aromatawai practices are embedded to support the unique strengths and needs of <i>ākongā</i> . <i>Ākongā</i> take an active role in self-assessment, and I work in partnership with <i>ākongā</i> , whānau, and the wider community to enhance aromatawai approaches.
	Ākongā involvement (agency) in learning	I am beginning to use learning outcomes to support ākongā achievement, success and progress. I focus on planning learning activities aligned with the curriculum, but I am still developing ways to enhance ākongā engagement.	I often use learning outcomes to guide student learning. I incorporate the aspirations of ākongā and whānau and use aromatawai information to support growth and achievement, success and progress.	I consistently use learning outcomes to enhance ākongā, achievement progress and success. Ākongā are actively involved in shaping and reflecting on their learning pathways, with teaching connected to their strengths.	I confidently use learning outcomes to strengthen learning, with a strong focus on student strengths and aspirations. I effectively collaborate learning with whānau involvement and create innovative approaches that enhance student agency and self-determination.
	Whānau involvement (agency) in learning	I am beginning to build relationships with <i>whānau</i> to support <i>ākongā</i> learning. I am exploring ways to strengthen this partnership.	I am becoming more confident to work with <i>whānau</i> to support <i>ākongā</i> learning. I engage in regular communication about learning goals and ways to foster achievement, progress and success.	I create a learning environment where <i>whānau</i> are actively involved in learning and assessment processes. I provide <i>whānau</i> with meaningful aromatawai information and provide them with opportunities to contribute to <i>ākongā</i> learning journey.	I actively foster authentic partnerships with <i>whānau</i> as key contributors to learning. I create opportunities to work alongside ākongā with whānau setting goals and co designing learning pathways that align to their aspirations.
Outcomes and impact	Use of learning outcomes for ākongā success	I am beginning to use learning outcomes to support <i>ākongā</i> achievement, success and progress, but I still need to clearly articulate success criteria in a way that ākongā fully understand.	I am becoming more confident to use learning outcomes to support ākongā towards understanding success criteria. I also support <i>ākongā</i> to apply success criteria to their learning, though it may not be consistently applied across all activities.	I consistently use learning outcomes and success criteria to help ākongā manage their own learning. <i>I collaborate with ākongā to co-construct goals, explore strategies for success and engage in ongoing reflection.</i>	I effectively use learning outcomes and success criteria to foster learner agency, allowing <i>ākongā</i> to take ownership of their learning. <i>Ākongā</i> are able to use success criteria to develop their own expertise and demonstrate independent, self-regulated learning with greater confidence and success.
Enabling infrastructure	Collection, storage and visibility of quality information	I am beginning to collect relevant aromatawai information that supports <i>ākongā</i> learning. I share this information with <i>ākongā</i> as needed and I am exploring ways to improve this process.	I have a system in place for collecting and storing aromatawai information, ensuring <i>ākongā</i> can access and understand it. I am beginning to display and discuss learning data and aromatawai information in ways that help <i>ākongā understand and</i> track their progress.	I consistently apply a range of culturally responsive methods to collect and store aromatawai information that reflect <i>ākongā</i> learning needs. I empower <i>ākongā</i> to access and use this information to guide their own learning.	I have created a learning environment where <i>ākongā</i> clearly understand and engage with aromatawai information. <i>Ākongā</i> and <i>whānau</i> actively participate in collecting, reviewing, and using this information to support learning and to inform next learning steps.
Building capability	Building capability through professional learning and inquiry	I am beginning to explore professional learning opportunities. I engage in learning and reflect on my practice, seeking ways to build my aromatawai pedagogy, practices and approaches to support my teaching.	I engage in professional learning that enhances my teaching and aromatawai pedagogy, practices and approaches. I am learning to use reflective practice to evaluate my work and identify opportunities for further development.	I participate in professional learning and inquiry to strengthen my aromatawai pedagogy, practices and approaches to support my teaching. I collaborate with colleagues and willingly share new learning.	I lead professional learning by sharing knowledge, model best practice, and promote <i>Aromatawai</i> pedagogy, practices and approaches that align with <i>ākongā</i> and te ao Māori. I play a key role in strengthening the professional learning community of my kura.
Tools & resources to support practice	Sources of quality information	I am beginning to explore and use quality aromatawai information sources, tools, and resources to support my practice. I am beginning to actively seek ways to apply these in ways that benefit <i>ākongā</i> .	I am becoming more confident to use quality information sources, tools, and resources that are relevant to the needs of <i>ākongā</i> . I am beginning to collaborate with <i>ākongā</i> and their whānau to identify and apply meaningful sources of learning and aromatawai information	I consistently select and integrate high-quality sources of aromatawai information, tools, and resources to enhance teaching and learning. I work collaboratively with <i>ākongā</i> to analyse and use this information to recognize achievement, progress and success to identify areas for growth.	I have effectively developed a learning culture where quality aromatawai information sources, tools, and resources are used to improve ākongā achievement, success and progress. By engaging ākongā and their whānau to identifying, analyse, and applying meaningful aromatawai data, I have ensured that this information directly informs teaching strategies and future learning opportunities.

Tumuaki Rubric for Aromatawai PLD					
Focus Area		Emerging	Developing	Proficient	Outstanding
Evidence informed approaches	Using quality information to plan teaching	In planning for learning, we are beginning to gather evidence of ākongā progress, achievement and success but will consider involving ākongā and their whānau later in the process. We tend to focus primarily on the tūāre level to guide teaching practice.	We are becoming more confident in using evidence to identify key strengths within each ākongā and create groupings and authentic learning experiences that reflect their capabilities, interests and needs.	We consistently use evidence from ākongā, whānau, and colleagues to understand their strengths, needs, and aspirations. Through our knowledge of aromatawai pedagogy and practices we differentiate instruction and create groupings that support both ability and mixed-ability approaches, ensuring all ākongā are supported and challenged.	We integrate multiple sources of evidence in a collaborative and co-designed planning process. We focus on ākongā strengths and learning journeys, ensuring the curriculum and teaching are responsive to their needs, strengths, and cultural contexts. We work in partnership with whānau and the wider community to tailor authentic learning experiences. We have seen positive shifts in learning outcomes for ākongā because of our ability to use quality aromatawai to inform teaching.
	Approach (to collecting and using) quality information	We are beginning to explore how to collect and use evidence to inform teaching decisions. We seek support from one another to better understand how to align data and aromatawai information with ākongā strengths and learning goals.	We gather evidence to assess ākongā learning progress, achievement and success. We are learning to interpret data and aromatawai information, in ways that reflect both the academic and cultural strengths of ākongā. We are starting to involve others in discussions about how to best use this evidence.	We consistently work collaboratively to determine and interpret what evidence will best reflect ākongā strengths, development, and progress. We regularly analyse this evidence to identify ways to enhance ākongā outcomes.	We contribute to a shared school-wide approach to evidence collection, ensuring that it is comprehensive and culturally responsive. We work together to analyse diverse data and aromatawai information, reflecting the full spectrum of ākongā development, and collaboratively plan next steps for all ākongā at individual, class, cohort, and whole-school levels.
	Knowledge of the use of data and quality information (data literacy)	We are learning how to analyse and use data and aromatawai information effectively. We recognise the value of evidence, and we are beginning to focus on strengths, progress, and areas where ākongā can grow further.	We are becoming more skilled at using data and aromatawai information, to identify patterns of learning. We recognise the importance of connecting data and aromatawai information with ākongā cultural and individual strengths	We consistently collaborate to enhance our understanding of data analysis. We apply our growing knowledge to interpret data and aromatawai information, in ways that are culturally and contextually relevant, identifying both the strengths and areas for growth for ākongā.	We confidently contribute to evidence-based discussions across the kura. Our in-depth understanding of aromatawai pedagogies, practices and approaches allows us to inform and support our staff and whānau in interpreting data and aromatawai information, recognising strengths, and fostering an ongoing culture of learning.
Equitable, inclusive and accessible	Assessing all ākongā	We are beginning to collect and use aromatawai information to support <i>ākongā</i> learning. We are developing an understanding of how aromatawai practices can be used to recognise and support diverse learning approaches.	We use aromatawai practices that respond to <i>ākongā</i> learning needs and we share aromatawai information with <i>ākongā</i> . <i>We are</i> continuing to develop aromatawai approaches and practices that are clear and accessible to them.	We consistently apply a range of aromatawai approaches and practices, that recognize the diverse ways <i>ākongā</i> learn. We actively involve <i>ākongā</i> in selecting, reviewing, and analysing aromatawai information to support their learning.	We have created a learning culture where a variety of aromatawai practices are embedded to support the unique strengths and needs of <i>ākongā</i> . <i>Ākongā</i> take an active role in self-assessment, and we work in partnership with <i>ākongā</i> , whānau, and the wider community to enhance aromatawai approaches.
	Ākongā involvement (agency) in learning	We are beginning to use learning outcomes to support ākongā achievement, success and progress. We focus on planning learning activities aligned with the curriculum, but we are still developing ways to enhance ākongā engagement.	We often use learning outcomes to guide ākongā learning. We incorporate the aspirations of ākongā and whānau and use aromatawai information to support growth and achievement, success and progress.	We consistently use learning outcomes to enhance ākongā, achievement progress and success. Ākongā are actively involved in shaping and reflecting on their learning pathways, with teaching connected to their strengths.	We confidently use learning outcomes to strengthen learning, with a strong focus on ākongā strengths and aspirations. We effectively collaborate learning with whānau involvement and create innovative approaches that enhance ākongā agency and self-determination.
	Whānau involvement (agency) in learning	We are beginning to build relationships with <i>whānau</i> to support <i>ākongā</i> learning. We are exploring ways to strengthen this partnership.	We are becoming more confident to work with <i>whānau</i> to support <i>ākongā</i> learning. We engage in regular communication about learning goals and ways to foster achievement, progress and success.	We create a learning environment where <i>whānau</i> are actively involved in learning and assessment processes. We provide <i>whānau</i> with meaningful aromatawai information and provide them with opportunities to contribute to <i>ākongā</i> learning journey.	We actively foster authentic partnerships with <i>whānau</i> as key contributors to learning. We create opportunities to work alongside ākongā with whānau setting goals and co designing learning pathways that align to their aspirations.
Outcomes and impact	Use of learning outcomes for ākongā success	We are beginning to use learning outcomes to support <i>ākongā</i> achievement, success and progress, but we still need to clearly articulate success criteria in a way that ākongā fully understand.	We are becoming more confident to use learning outcomes to support ākongā towards understanding success criteria. We also support <i>ākongā</i> to apply success criteria to their learning, though it may not be consistently applied across all activities.	We consistently use learning outcomes and success criteria to help ākongā manage their own learning. <i>We collaborate with ākongā to co-construct goals, explore strategies for success and engage in ongoing reflection.</i>	We effectively use learning outcomes and success criteria to foster learner agency, allowing <i>ākongā</i> to take ownership of their learning. <i>Ākongā</i> are able to use success criteria to develop their own expertise and demonstrate independent, self-regulated learning with greater confidence and success.
Enabling infrastructure	Collection, storage and visibility of quality information	We are beginning to collect relevant aromatawai information that supports <i>ākongā</i> learning. We share this information with <i>ākongā</i> as needed and we are exploring ways to improve this process.	We have a system in place for collecting and storing aromatawai information, ensuring <i>ākongā</i> can access and understand it. We are beginning to display and discuss learning data and aromatawai information in ways that help <i>ākongā understand and</i> track their progress.	We consistently apply a range of culturally responsive methods to collect and store aromatawai information that reflect <i>ākongā</i> learning needs. We empower <i>ākongā</i> to access and use this information to guide their own learning.	We have created a learning environment where <i>ākongā</i> clearly understand and engage with aromatawai information. <i>Ākongā</i> and <i>whānau</i> actively participate in collecting, reviewing, and using this information to support learning and to inform next learning steps.
Building capability	Building capability through professional learning and inquiry	We are beginning to explore professional learning opportunities. We engage in learning and reflect on our practice, seeking ways to build our aromatawai pedagogy, practices and approaches to support our teaching programmes.	We engage in professional learning that enhances teaching and aromatawai pedagogy, practices and approaches. We are learning to use reflective practice to evaluate our work and identify opportunities for further development.	We participate in professional learning and inquiry to strengthen our aromatawai pedagogy, practices and approaches to support our teaching. We collaborate and willingly share new learning.	Professional learning is led by sharing knowledge, model best practice, and promote <i>Aromatawai</i> pedagogy, practices and approaches that align with <i>ākongā</i> and te ao Māori. We play a key role in strengthening the professional learning community of our kura.
Tools & resources to support practice	Sources of quality information	We are beginning to explore and use quality aromatawai information sources, tools, and resources to support our practice. We are beginning to actively seek ways to apply these in ways that benefit <i>ākongā</i> .	We are becoming more confident to use quality information sources, tools, and resources that are relevant to the needs of <i>ākongā</i> . We are beginning to collaborate with <i>ākongā</i> and their whānau to identify and apply meaningful sources of learning and aromatawai information.	We consistently select and integrate high-quality sources of aromatawai information, tools, and resources to enhance teaching and learning. We work collaboratively with <i>ākongā</i> to analyse and use this information to recognise achievement, progress and success to identify areas for growth.	We have effectively developed a learning culture where quality aromatawai information sources, tools, and resources are used to improve ākongā achievement, success and progress. By engaging ākongā and their whānau to identifying, analyse, and applying meaningful aromatawai data, we have ensured that this information directly informs teaching strategies and future learning opportunities.