

# NZCER Style Guide for Authors

2018

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## **All NZCER publications and communications follow this style guide**

We follow APA 6, with local NZCER variations. The APA 6 guidelines are set out in the *Publication Manual of the American Psychological Association* (American Psychological Association, 2010).

### **List of terms**

**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.

**initial capital** Beginning a word with a capital letter.

**capitals** Beginning each word in a phrase with capital letters.

\* The asterisk is used in this guide to denote an example of incorrect use.

# 1. Quick look-up guide

*This Quick Look-up Guide answers some common questions. You can read more about each topic later in this style guide.*

## 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

\$5435

## 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 ...

## 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

## Gender-neutral language

*How can I 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?*

How do children learn? They engage ...

Students may read their books ...

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

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

## 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

## 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>

## References

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

<b>A quick guide to basic NZCER house style/APA 6 style</b>	
<b>Use &amp; (not 'and')</b> <b>Full stops here</b> <b>Location of publisher: Publisher name.</b>	
Hipkins, R., Johnston, M., & Sheehan, M. (2016). <i>NCEA in context</i> . Wellington: NZCER Press.	
<b>The main source document is in italics with initial capitals only (The main source could be a book, journal, report, or newspaper)</b>	
For troubleshooting of referencing dilemmas see: <a href="https://www.waikato.ac.nz/library/study/referencing/styles/apa">https://www.waikato.ac.nz/library/study/referencing/styles/apa</a>	
<b>Book: International</b>	Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i> . Cambridge, MA: Harvard University Press.
<b>Book: New Zealand</b>	Hipkins, R., Johnston, M., & Sheehan, M. (2016). <i>NCEA in context</i> . Wellington: NZCER Press. [For New Zealand publications, no need to add "New Zealand" to place of publication.]

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). New York, NY: Academic Press.
Book: edition number	Clay, M. M. (1985). <i>The early detection of reading difficulties</i> (3rd ed.). Auckland: Heinemann.
Book: In press, not yet published	Smith, A., & Jones, B. (in press). <i>Ensuring educational success for bilingual preschoolers</i> . Hillsdale, NJ: Erlbaum.
Book: more than one author	Hipkins, R., Johnston, M., & Sheehan, M. (2016). <i>NCEA in context</i> . Wellington: 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> . Wellington: NZ–US Educational Foundation and New Zealand Council for Educational Research.
<b>Conference paper:</b> 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, Auckland.
<b>Government document:</b> 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> . Wellington: Author. Retrieved from <a href="https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf">https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf</a>
<b>Government document:</b> Published by publisher, hard copy used	Ministry of Education. (2007). <i>The New Zealand curriculum</i> . Wellington: Learning Media.
Government document: published online	Statistics New Zealand. (2018). National ethnic population projections: 2013–2018 (update)—tables. Retrieved from <a href="https://www.stats.govt.nz/assets/Uploads/national-ethnic-population-projections-2013-38-update-tables.xls">https://www.stats.govt.nz/assets/Uploads/national-ethnic-population-projections-2013-38-update-tables.xls</a>
<b>Newspaper article</b>	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.
<b>Periodical article</b>	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	Biemiller, A. (2001). Teaching vocabulary: Early, direct and sequential. <i>American Educator</i> , Spring, 21–27.
Periodical article: number but no volume	Smith, J. (2000). Problem solving in science. <i>set: Research Information for Teachers</i> , 3, 28–32.
<b>Thesis:</b> doctoral	Phillips, G. E. (1986). <i>Storyreading to preschool children in their home environment: A descriptive analysis</i> . Unpublished doctoral thesis, The University of Auckland.
Thesis: master's	Iversen, S. J. (1991). <i>Phonological processing skills and the reading recovery programme</i> . Unpublished master's thesis, Massey University.
<b>Webpage</b>	Statistics New Zealand. (n.d.). Society. Retrieved from <a href="https://www.stats.govt.nz/topics/society">https://www.stats.govt.nz/topics/society</a>
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> . Retrieved from <a href="https://thespinoff.co.nz/parenting/12-03-2018/a-mum-begs-pasifika-and-maori-parents-and-friends-to-join-the-school-board/">https://thespinoff.co.nz/parenting/12-03-2018/a-mum-begs-pasifika-and-maori-parents-and-friends-to-join-the-school-board/</a>
<b>Personal communication</b>	Cite in the text, but no need to add to reference list (they're personal, not discoverable by all).
<b>When information is missing</b> (e.g., author, date, title, source). If page or issue number is missing, give reference without that information.	See:  <a href="http://blog.apastyle.org/files/missing-pieces---apa-style-reference-table.pdf">http://blog.apastyle.org/files/missing-pieces---apa-style-reference-table.pdf</a>

## 2. New Zealand education system

*How do I use capital letters and italics for different parts of the New Zealand education system and its many documents?*

### List of terms used in this section

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

**initial capital** Beginning a word with a capital letter.

**capitals** Beginning each major word in a phrase with capital letters.

### Community of Learning / Kāhui Ako

Community of Learning / Kāhui Ako

Communities of Learning / Kāhui Ako

Kāhui Ako

### Effective Teaching Profile (ETP)

Effective Teaching Profile (ETP): Use an initial capital and italics

*Manaakitanga*

*Wānanga*

*Ako*

*Ngā tūrangā takitahi me ngā mana whakahaere*

### Ka Hikitia

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

Ministry of Education. (2013). *Ka hikitia: Accelerating success, 2013–2017*. Wellington: Author.

*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., 2001).

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Averill, R., Hynds, A., Hindle, R., & Meyer, L. (2015). "Every teacher has to come on board for our Māori students": He wero mō ngā kaiarahi wāhanga ako—the challenge for curriculum leaders. *Set: Research Information for Teachers*, (3), 3–11.  
<http://dx.doi.org/10.18296/set.0021>

## **National Standards and Ngā Whanaketanga Rumaki Māori**

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  
the standard

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

## **Ngā Whanaketanga Rumaki Māori**

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)

## **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) ...

NCEA levels: Use initial capital letter L and a figure

Level 1, Level 2, Level 3

Grades: Use initial capitals

Achieved  
Not Achieved  
with Merit  
with Excellence

## **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...

Use a roman typeface (not italics) and an 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 (NZQA, 2010).

### ***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.

First time used in a document, cite 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 ...”)

### **Vision**

Lower case, italics:

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

### **Principles**

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*.

## Values

Lower case, italics:

The eight NZC values are: *excellence; innovation, inquiry and curiosity; diversity; community and participation; ecological sustainability; integrity; and respect.*

## Key competencies

Lower case, italics:

The 5 key competencies are: *thinking; using language, symbols and texts; managing self; relating to others; and participating and contributing.*

## Learning area, strand, substrand, capabilities

**Learning area:** Initial capital(s), roman

**Strand:** Initial capital(s), roman

**Substrand:** Initial capital(s), quotes

In NZC there are 8 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.

## *Science capabilities*

Roman, initial capital

Gather and interpret data

Use evidence

Critique evidence

Interpret representations

Engage with science

## *Achievement objectives*

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*

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*

lower case + figure: level 1, level 2

### **Tātaiako**

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

*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, p. 4).

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Averill, R., Hynds, A., Hindle, R., & Meyer, L. (2015). "Every teacher has to come on board for our Māori students": He wero mō ngā kaiarahi wāhanga ako—the challenge for curriculum leaders. *Set: Research Information for Teachers*, (3), 3–11.  
<http://dx.doi.org/10.18296/set.0021>

### **Cultural competencies**

Use italics and lower case:

- wānanga*
- whanaungatanga*
- manaakitanga*
- tangata whenuatanga*
- ako*

### **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**

First time used, 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 ...”)

### **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-Iwi

Ngā Toi Pūtaiao

Hangarau

Te Reo Pākehā

Ngā Reo

## Ngā whāinga paetae

Use initial capitals, roman:

Te Pūtake o Te Marautanga o Aotearoa

## Ngā āhuetanga 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

For capitalisation in reference lists, NZCER Press follows APA 6 (4.15) guidelines for titles of books and articles. In running text/the body of an article *Te Whāriki* is capitalised as the title of a published work, yet in the reference list only the first word takes a capital letter.

*Te Whāriki* (Ministry of Education, 1996, 2017)

## Reference list

Ministry of Education. (1996). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa—Early childhood curriculum*. Wellington: Learning Media. Retrieved from <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*. Wellington: Author. Retrieved from <https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

## Principles / Kaupapa whakahaere

Lower case, italics

*empowerment / whakamana*

*holistic development / kotahitanga*

*family and community / whānau tangata*

*relationships / ngā hononga*

## Strands

italics, initial caps

*Wellbeing / Mana atua*

*Belonging / Mana whenua*

*Contribution / Mana tangata*

*Communication / Mana reo*

*Exploration / Mana aotūroa*

### 3. Mechanics of style

Conventions used in this section

\* The asterisk denotes an example of incorrect use.

In Word set your default language either to English (New Zealand) or te reo Māori.

Set Zotero to APA 6.

#### 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).

#### 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 an 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:

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 (e.g., 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

<b>Hyphen (-)</b>	<b>Short dash or En dash (–)</b>	<b>Long dash or Em dash (—)</b>
<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: school-wide programme; English-medium principal; Māori-medium teacher, yet in Māori medium and English medium, the practice is shared.</p> <p>Write most words formed with prefixes as one word, with the following three exceptions.</p> <ol style="list-style-type: none"> <li>1. All self- compounds whether they are adjectives or nouns: <ul style="list-style-type: none"> <li>the test was self-paced</li> <li>self-esteem</li> </ul> </li> <li>2. Words that could cause confusion if not hyphenated: <ul style="list-style-type: none"> <li>co-researcher</li> <li>co-constructed</li> </ul> </li> <li>3. Prefixes before words beginning with a capital letter: <ul style="list-style-type: none"> <li>non-Māori</li> </ul> </li> <li>4. In predominantly English-language work, don't use hyphens for compounds formed using languages other</li> </ol>	<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</i>, (2), pp. 34–41. <a href="https://doi.org/10.18296/set.0068">https://doi.org/10.18296/set.0068</a></p> <p>In summary, children are clearly engaged in “a repertoire of mathematical practices” (Ministry of Education, 2009, pp. 5–6).</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>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 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>

<p>than English</p> <p>an example of a priori reasoning</p> <p>in a reo Māori context</p>		
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## 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 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).

However, numbers beginning a sentence are always spelt out.

Precise references to time, age and other forms of measurement are usually given in figures:

7 days

10 km

10 cm

a child 11 years old

a 3-year-old toddler said

an 8 year old said

## 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%.

## 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.

Form 5

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

the various year levels in this school

## Tables

See Figures and Tables above.

# 4. Our preferred usage

## Use 's' spellings, not 'z'

emphasise

familiarise

## Preferred spellings

acknowledgement	encyclopedia	organisation
adviser/advisory	focuses	policy makers
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)
boards of trustees	indigenous (lower case as is generic)	self-assessment
bureaus	install/instalment	self-regulated
censuses	internet	self-review
co-ordinate	judgement	socioeconomic
criteria	learnt	spelt
curricula	maximums (general)	syllabuses
data	maxima (mathematical)	time frame
decision makers	media	timeline
decision making	mileage	wellbeing
dependant (noun)	misspell	West / Western (political)
dispatch	misstatement	
e-learning	organise	
email	ongoing	

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](http://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.

Ka haere mātou ki Te Whanganui-a-Tara ki Te Upoko-o-Te-Ika, kei reira kōrero ai ...  
We went to Te Whanganui a Tara at Te Upoko o Te Ika, where we ...

## 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 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

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.<sup>1</sup> These included ...

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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](http://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 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-Pāpārangī 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 Tairawhiti 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* (Deveson & Kennedy, 2005). After the word or phrase has been used once you don't need to italicise or gloss—use roman thereafter.

Italicise and gloss first use.

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, 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).

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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. An example of a single word quote follows.

*Here, the source text is Smith, 1995, p. 18:*

Teachers said they preferred to incorporate the guidelines.

*Text quoting Smith's perspective:*

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).

## 5. Self-archiving

The NZCER Press policy on self-archiving is as follows.

There are three versions of a published article:

- (1) the version submitted to the journal, aka the preprint (Version 1)
- (2) the version accepted for publication following peer review, aka the postprint (Version 2)
- (3) the published version, aka the version of record (Version 3).

**Version 1:** You may do what you like with this version. If self-archiving, to help readers find and cite the version of record, we ask that you add the following text:

This is the pre-peer reviewed version of the following article:

[Reference] which has been published in final form at [URL]

Version 1 example

This is the pre-peer reviewed version of the following article:

Berryman, M., Ford, T., & Egan, M. (2015). Developing collaborative connections between schools and Māori communities. *set: Research Information for Teachers*, (3), 18–25.

which has been published in final form at <http://dx.doi.org/10.18296/set.0023>.

**Version 2:** You may post this version on your bona fide personal website, your employer’s website, or deposit it in your institution’s repository. Twenty-four months after publication, you may also deposit Version 2 in any repository. To help readers find and cite the published version (i.e., the version of record), we ask that you add the following text:

This is the accepted version of the following article:

[Reference] which has been published in final form at [URL]

Version 2 example

This is the accepted version of the following article:

Berryman, M., Ford, T., & Egan, M. (2015). Developing collaborative connections between schools and Māori communities. *set: Research Information for Teachers*, (3), 18-25.

which has been published in final form at <http://dx.doi.org/10.18296/set.0023>

**Version 3:** You may use this version of the article in a book authored or edited by you. We generally do not allow the published version to be used for self-archiving or deposit.

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