Kaiako Rubric for Aromatawai PLD

Focus Area		Emerging	Developing	Proficient	Exceeding
Evidence informed approaches	Using quality information to plan teaching	I am beginning to gather evidence that highlights mokopuna strengths, prior knowledge, and learning needs. My understanding of aromatawai practices, pedagogies and curriculum progressions is growing, and I am starting to use curriculum expectations to inform my teaching process. I am developing my ability to design rich, conceptually sequenced learning that connects to mokopuna interests and supports meaningful engagement.	I am becoming more confident in using a range of evidence to identify and respond to mokopuna strengths, prior knowledge, and learning needs. I am learning to provide authentic learning experiences that reflect their capabilities, interests, and identities. My understanding of aromatawai practices, pedagogies and curriculum progressions is deepening, and I am increasingly designing learning that is conceptually sequenced and responsive to the diverse ways mokopuna engage with knowledge.	I consistently use a rich range of evidence and information from mokopuna, whānau, and colleagues to build a holistic understanding of mokopuna strengths, existing knowledge, learning needs, and aspirations. Guided by aromatawai pedagogy and curriculum progressions, I design differentiated instruction that enables mokopuna to engage deeply with conceptually sequenced, knowledge rich content. I use this understanding to inform next steps in learning, foster inclusive, responsive learning environments where all mokopuna are supported and challenged to thrive and meet curriculum expectations.	I integrate multiple sources of evidence and information through collaborative, co-designed planning that privileges mokopuna voice and whānau perspectives. Grounded in aromatawai pedagogy and curriculum progressions, I design differentiated instruction that enables mokopuna to engage deeply with disciplinary knowledge and conceptually sequenced content. I centre mokopuna strengths, identities, and learning journeys, ensuring curriculum content and teaching practice are responsive to their needs, prior knowledge, and cultural contexts. I work in genuine partnership with whānau and the wider community to co-create authentic learning experiences. I use high-quality aromatawai to continuously refine my practice, contributing to sustained and positive shifts in mokopuna learning outcomes.
	Approach (to collecting and using) quality information	I am developing my data literacy by exploring how to purposefully gather and interpret a range of aromatawai information that reflects mokopuna strengths, prior knowledge, and learning dispositions. This process supports intentional teaching decisions that are grounded in a rich curriculum and aligned with curriculum progressions and conceptually sequenced learning. With guidance from colleagues, I am deepening my understanding of how to connect aromatawai data with mokopuna knowledge acquisition, ensuring that teaching is responsive, inclusive, and informed by disciplinary knowledge.	I gather and use diverse evidence to assess mokopuna progress, achievement, and success across a curriculum that promotes deep knowledge acquisition and sequenced learning. I am learning to interpret aromatawai information in ways that reflect mokopuna cultural identity and knowledge acquisition, and I am beginning to engage in collaborative analysis to make sense of this evidence. This supports teaching that is knowledge-rich, culturally grounded, and responsive to meaningful learning contexts.	I consistently use aromatawai pedagogies to gather and interpret rich, triangulated evidence that reflects mokopuna strengths, disciplinary understanding, and progression across conceptually sequenced learning pathways. This evidence is grounded in a curriculum that prioritises deep knowledge acquisition and is structured to support sequenced learning through clearly defined progressions. I collaborate with colleagues to analyse this evidence through a culturally responsive lens, identifying patterns that inform and refine my teaching strategies. This ongoing inquiry enhances mokopuna progress and achievement within a curriculum that is both rigorous and responsive to their learning needs.	I lead and contribute to a coherent, school-wide approach to evidence informed practice that is grounded in aromatawai pedagogies and aligned with a rich, conceptually sequenced curriculum. I have a deep understanding of curriculum progressions and disciplinary knowledge informs the purposeful use of diverse aromatawai tools and resources. I work collaboratively with colleagues to analyse data sources—including mokopuna voice and whānau insights—to illuminate the full spectrum of mokopuna development. Together, we co-construct next steps for learning at individual, group, and system levels, ensuring that teaching is adaptive, strengths-based, and supports cumulative knowledge acquisition aligned with curriculum aspirations.
	Knowledge of the use of data and quality information (data literacy)	I am developing foundational data literacy by learning to analyse aromatawai information and data in ways that begin to connect with curriculum knowledge progressions. I recognise the value of high-quality evidence in informing teaching decisions and am beginning to focus on identifying mokopuna strengths, prior knowledge, and disciplinary concepts. My practice is guided by an initial understanding of how aromatawai supports knowledge acquisition and progress within a conceptually sequenced curriculum.	I am becoming more confident in using aromatawai information and data to identify patterns in mokopuna learning that reflect curriculum progressions and disciplinary understanding. I understand the importance of connecting evidence with mokopuna cultural identity, prior knowledge, and individual strengths. I am beginning to engage in collaborative dialogue to interpret and apply this evidence in ways that support responsive teaching and curriculum coherence, ensuring that learning is sequenced and knowledge rich.	I consistently apply my growing data literacy to interpret aromatawai information and data in ways that are culturally and contextually relevant and aligned with curriculum progressions and disciplinary knowledge. I collaborate with colleagues to analyse data that reflects mokopuna strengths and conceptual understanding across learning areas. This informs targeted, evidence-based teaching strategies that support sequenced knowledge acquisition and progress through conceptually sequenced learning pathways.	I confidently lead and contribute to evidence-informed conversations across the kura. My in-depth understanding of aromatawai pedagogies and data literacy enables me to support colleagues and whānau in interpreting a range of aromatawai evidence and data. I help identify strengths, disciplinary knowledge, and next steps for mokopuna, fostering a culture of continuous improvement that is responsive to learner aspirations and aligned with the intent of a conceptually sequenced, knowledge-rich curriculum.
Equitable, inclusive and accessible	Using equitable, inclusive and accessible practices	I am beginning to use aromatawai practices to support mokopuna progress and achievement across a conceptually sequenced, knowledge-rich curriculum. My planning increasingly reflects curriculum progressions and disciplinary understanding, while affirming mokopuna strengths and diverse learning approaches. I am also building relationships with whānau to share aromatawai information in culturally affirming ways that strengthen connections between home and kura and support knowledge acquisition.	I use aromatawai practices to respond to mokopuna learning needs and support knowledge acquisition across a conceptually sequenced, curriculum-aligned environment. Mokopuna engage with clear, accessible data to reflect on their progress, while whānau contribute through purposeful communication and collaborative planning. My teaching is guided by curriculum progressions, disciplinary concepts, and mokopuna strengths, supporting ensuring inclusive and meaningful learning.	I consistently embed a range of aromatawai pedagogies and practices to support mokopuna progress, achievement, and agency within a knowledge-rich, curriculum learning environment. Mokopuna actively engage in shaping and reflecting on their learning using quality data, while whānau are meaningfully involved through shared understanding and collaborative goal setting. My teaching is informed by mokopuna strengths, disciplinary knowledge, and curriculum progressions, ensuring inclusive, transparent, and responsive learning pathways.	I embed a range of aromatawai pedagogies and practices to support mokopuna progress, achievement, and agency within a knowledge-rich curriculum learning environment. Mokopuna actively engage in shaping their learning through reflection and data use, while whānau contribute meaningfully through shared understanding to support knowledge development. My teaching is informed by understanding mokopuna strengths, disciplinary knowledge, and curriculum progressions, ensuring inclusive and responsive learning pathways.
Outcomes and impact	Use of learning outcomes for mokopuna success	I am beginning to use aromatawai information and data to support mokopuna success and progress across the curriculum. I am developing my understanding of how to clearly articulate success criteria in ways that mokopuna can understand and use.	I am becoming more confident in using aromatawai information and data to support mokopuna understanding of success criteria. I support mokopuna to apply these criteria to their learning, helping them recognise what success looks like. While this is not yet consistent across all learning areas, I am developing strategies to make success criteria more accessible and meaningful.	I consistently use aromatawai and data information to enhance mokopuna success across a knowledge-rich curriculum. Mokopuna are actively involved in shaping, monitoring, and reflecting on their learning pathways. My teaching is informed by their strengths, knowledge, and skills, and I use aromatawai practices that promote learner agency, cultural identity, and curriculum coherence.	I effectively use aromatawai information and data, supported by success criteria, to foster mokopuna agency and self-determination. Mokopuna confidently use success criteria to guide their learning, monitor progress, and develop expertise across curriculum areas. I create a learning environment where mokopuna are empowered to take ownership of their learning, supported by clear, curriculum aligned expectations and reflective practices.
Enabling infrastructure	Collection, storage and visibility of quality information	I am beginning to collect relevant aromatawai information and data that supports mokopuna learning, progress, and achievement, across the curriculum. I share this information with mokopuna when appropriate and am exploring ways to improve how it is stored, accessed and used to make learning visible. I am developing my understanding of how high quality, strengths-based information can affirm mokopuna strengths and inform responsive teaching.	I have established systems for collecting and storing aromatawai information and data in ways that are accessible and meaningful to mokopuna. I am beginning to display and discuss learning, progress, and achievement information in ways that help mokopuna understand and track their progress. My practice is increasingly aligned with curriculum expectations that support learner agency.	I create a learning environment where whānau are actively involved in the learning process. I provide meaningful aromatawai information and data that reflects mokopuna progress and strengths and curriculum knowledge and progress. Whānau are supported to contribute to mokopuna learning journeys, through shared understanding and collaborative goal setting, and access to clear, relevant information that informs teaching and supports mokopuna knowledge acquisition.	I have created a learning environment where mokopuna clearly understand and actively engage with aromatawai information and data. Mokopuna and whānau participate in collecting, reviewing, and using progress and achievement information to inform next steps in learning. My systems for storing and sharing data are robust, inclusive, and aligned with curriculum aspirations, ensuring that all information supports equitable, strengths-based, and informed learning pathways. supporting equitable and informed learning pathways.
Building capability	Building capability through professional learning and inquiry	I am beginning to explore professional learning opportunities that support my development as a kaiako. I engage in learning and reflect on my practice, seeking ways to strengthen my aromatawai pedagogy, practices, and approaches. I am developing an understanding of how professional learning can enhance my ability to support mokopuna progress and achievement within a knowledge rich curriculum.	I engage in professional learning that enhances my teaching and deepens my understanding of aromatawai pedagogy, practices and approaches. I use reflective practice to evaluate my teaching and identify opportunities for further development. I am beginning to connect professional learning with curriculum expectations and mokopuna learning needs, ensuring my practice is increasingly responsive and informed.	I participate in professional learning and inquiry to strengthen my aromatawai pedagogy, practices, and approaches in ways that support equitable and responsive teaching. I collaborate with colleagues to share new learning and apply it to improve my teaching practice. My inquiry is informed by a deep understanding curriculum expectation and focused on improving outcomes for all mokopuna.	I lead professional learning by sharing knowledge, modelling best practice, and promoting aromatawai pedagogy and approaches that reflect te ao Māori, mokopuna aspirations, and the intent of a knowledge-rich curriculum. I play a key role in strengthening the professional learning culture of my kura, supporting others to engage in inquiry that enhances teaching, learning, and progress, achievement and success for all mokopuna.
Tools & resources to support practice	Sources of quality information	I am beginning to explore and use high-quality aromatawai tools, resources, and information sources to support my teaching practice. I am developing an understanding of how these can be applied to recognise mokopuna strengths, support knowledge acquisition and deepen understanding of disciplinary concepts. I am learning to select tools that align with curriculum expectations and diverse learning needs.	I am becoming more confident in selecting and using high quality aromatawai tools, resources, and information sources that are relevant to the learning needs and aspirations of mokopuna. I am beginning to collaborate with mokopuna and their whānau to identify and use meaningful sources of learning and aromatawai information. My use of tools is increasingly intentional, strengths based and aligned with curriculum outcomes and learning progressions.	I consistently select and integrate high quality aromatawai tools, resources, and information sources to enhance teaching and learning. I work collaboratively with mokopuna to analyse and use this information to recognise progress, celebrate success, and identify next steps for learning. My practice is informed by curriculum knowledge and supports equitable, strengths-based learning pathways.	I have developed a learning culture where high quality aromatawai tools, resources, and information sources are embedded in everyday practice to improve mokopuna curriculum knowledge, progress, achievement, and success. Mokopuna and their whānau are actively engaged in identifying, analysing, and using meaningful aromatawai information and data. This information directly informs teaching strategies, supports learner agency, and shapes future learning opportunities aligned with a knowledge rich curriculum.

Tumuaki Rubric for Aromatawai PLD

Focus Area		Emerging	Developing	Proficient	Exceeding
Evidence informed approaches	Using quality information to plan teaching	In planning for learning, we are beginning to gather evidence of mokopuna progress, achievement and success but will consider involving mokopuna and their whānau later in the process. We tend to focus primarily on the curriculum expectations to inform teaching practice.	We are becoming more confident in using evidence to identify key strengths, knowledge and skills within each mokopuna and create groupings and authentic learning experiences that reflect their capabilities, interests informed by curriculum expectations.	We consistently use evidence from mokopuna, whānau, and colleagues to understand their strengths, knowledge, skills, needs, and aspirations. Through our knowledge of aromatawai pedagogy and practices we differentiate instruction informed by the curriculum expectations and create groupings that support both ability and mixed-ability approaches, ensuring all mokopuna are supported and challenged.	We integrate multiple sources of evidence in a collaborative and co-designed planning process. We focus on mokopuna strengths and learning journeys, ensuring the curriculum and teaching are responsive to their needs, strengths, knowledge, skills and cultural contexts. We work in partnership with whānau and the wider community to tailor authentic learning experiences informed by curriculum expectations. We have seen positive shifts in learning outcomes for mokopuna because of our ability to use quality aromatawai information 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 aromatawai information and data, to develop mokopuna strengths, knowledge and skills and support their learning goals.	We gather evidence to assess mokopuna learning progress, achievement and success. We are learning to interpret aromatawai information and data in ways that reflect both the progress and achievement and cultural strengths of mokopuna. 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 mokopuna strengths, knowledge, skills development, and progress. We regularly analyse this evidence to identify ways to enhance mokopuna progress and achievement.	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 aromatawai information and data, reflecting the full spectrum of mokopuna development, and collaboratively plan next steps, informed by curriculum expectations, for all mokopuna 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 aromatawai information and data effectively. We recognise the value of evidence, and we are beginning to focus on strengths, knowledge, skills in areas where mokopuna can progress and achieve.	We are becoming more skilled at using aromatawai information and data, to identify patterns of learning. We recognise the importance of connecting data and aromatawai information with mokopuna cultural and individual strengths, knowledge and skills.	We consistently collaborate to enhance our understanding of data analysis. We apply our growing knowledge to interpret aromatawai information and data, in ways that are culturally and contextually relevant, identifying both the strengths and areas for growth to support mokopuna to progress and achieve.	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 aromatawai information and data, recognising strengths, knowledge and skills, and fostering an ongoing culture of learning.
Equitable, inclusive and accessible	Using equitable, inclusive and accessible practices	We are beginning to use aromatawai and progress information to support mokopuna learning, achievement, and engagement by aligning learning activities with curriculum expectations, recognising diverse learning approaches, and strengthening relationships with whānau to enhance educational partnerships.	We use aromatawai practices that respond to mokopuna learning needs and aspirations, sharing clear and accessible information to guide progress and achievement. By incorporating whānau perspectives and engaging in regular communication, we are strengthening partnerships to support mokopuna success aligned with curriculum expectations.	We consistently apply a range of aromatawai practices that recognise diverse ways mokopuna learn, progress, and achieve. Mokopuna are actively involved in shaping and reflecting on their learning using accessible aromatawai information. Teaching is informed by their strengths and curriculum expectations, while whānau are meaningfully engaged in learning and assessment processes, contributing to mokopuna success.	We have established a learning culture where diverse aromatawai practices are embedded to support mokopuna strengths, knowledge, skills, and aspirations. Mokopuna actively lead their learning through self-assessment and reflection, supported by strong partnerships with whānau and the wider community. Progress and achievement information is used confidently and innovatively to co-design learning pathways that foster mokopuna agency, self-determination, and success.
Outcomes and impact	Use of learning outcomes for mokopuna success	We are beginning to use progress and achievement information to support mokopuna to succeed and progress, but we still need to clearly articulate success criteria in a way that mokopuna fully understand.	We are becoming more confident to use progress and achievement information to support mokopuna towards understanding success criteria. We also support mokopuna to apply success criteria to their learning, though it may not be consistently applied across all learning.	We consistently use progress and achievement information, supported by success criteria to help mokopuna manage their own learning. We collaborate with mokopuna to co-construct goals, explore strategies for further learning and to engage in ongoing reflection.	We effectively use progress and achievement information, supported by success criteria to foster learner agency, allowing mokopuna to take ownership of their learning. Mokopuna can 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 and data that supports mokopuna progress and achievement. We share this information with mokopuna as needed and we are exploring ways to improve this process.	We have a system in place for collecting and storing aromatawai information and data, ensuring mokopuna can access and understand it. We are beginning to display and discuss progress, achievement and aromatawai information in ways that help mokopuna understand and track their progress.	We consistently apply a range of culturally responsive methods to collect and store aromatawai information and data that reflect mokopuna learning needs. We empower mokopuna to access and use this progress and achievement information to guide their own learning.	We have created a learning environment where mokopuna clearly understand and engage with aromatawai information and data. Mokopuna and whānau actively participate in collecting, reviewing, and using this progress and achievement 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 Aromatawai pedagogy, practices and approaches that align with mokopuna, te ao Māori and a knowledge rich curriculum. 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 mokopuna progress, achievement and success.	We are becoming more confident to use quality information sources, tools, and resources that are relevant to the needs of mokopuna. We are beginning to collaborate with mokopuna 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 mokopuna 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 mokopuna achievement, success and progress. By engaging mokopuna and their whānau to identifying, analyse, and applying meaningful aromatawai information and data, we have ensured that all information directly informs teaching strategies and future learning opportunities.