Te Pūkenga

Writing style guide
Last updated 7 February 2023
Internal use

Purpose

Te Pūkenga Writing Style Guide provides our people with guidance on consistent use of language, tone and ways of writing. It ensures our written (including electronic) and verbal communication is uniform, in line with Te Pūkenga values and reflects the needs of our priority audiences. This style guide has been developed with input from communications practitioners across the network.

Contents

Our tone of voice

We are Te Pūkenga, here to welcome and guide, to share and inspire, to reimagine learning in a way that is purposeful and creates real value for all people.

Our voice is a conversation that reflects the reciprocal nature of a new way of learning and teaching. It is a two-way, face-to-face kōrero, with humanity and helpfulness.

Ako and partnership are reflected in our sharing of knowledge and power. Ako is grounded in reciprocity between educator and learners and among learners, where everyone is empowered to learn with and from each other. Partnership reflects our commitment to Te Tiriti o Waitangi and focus on reciprocal relationships for mutual benefit.

We:

- use plain, familiar language
- use short sentences
- use the active voice — this means we avoid using the passive tense whenever possible
- say 'you' and 'your' when talking to you
- use simple contractions like 'you're' or 'you'll'
- mark Māori words up correctly, including macrons
- use respectful, inclusive and gender neutral language
- include English translations in brackets following new or less commonly used Māori words.

Authentic

Our voice lights a path toward a new way of learning. It is:

- guiding
- sharing, not dictating
- authentically human.

Empowering

Our voice creates real value and meaning for all. It is:

- inclusive, empowering and uplifting
- building momentum
- purposeful and helpful.

Bold

Our voice celebrates the new and challenges the status quo. It is:

- brave, bold and open to new possibilities
- optimistic and inquisitive
- a daring kind of energy
- bright and positive.

Language

Audience

Before you start writing, consider who will be reading it, what information they need from you, and what, if anything, you need them to do. Write to interest everyone, not just affected parties or experts.

Jargon

Using big words or technical language may confuse your audience, so try to limit this where possible.

Please refer to the list of Plain English Synonyms (page 19) to help.

Redundancy and repetition

Redundancy refers to using words you don't need, either because they make your text unnecessarily wordy, without adding value to its meaning, or they repeat words in the same sentence. Be careful with linking words such as that, which, really and very. Overuse of these words is unnecessary and can make a sentence sound clumsy. If you can write the sentence without these words, then you don't need to use them.

Gender-inclusive language

We use pronouns that are gender neutral, unless we are referring to a specific individual and we know their preferred pronouns.
For example, we use 'firefighter' not 'fireman'.

We respect a person's pronouns when referring to them.

We also use:

• spouse or partner — not husband, wife
• different sex — not opposite sex
• chair — not chairman, chairwoman
• machine-made, artificial, synthetic — not man-made.

Disability language

We use the term 'disabled person' as outlined in the New Zealand Disability Strategy rather than 'person with a disability'.

> **The New Zealand Disability Strategy states that 'disability is not something individuals have. Instead, 'disability is the process which happens when one group of people creates barriers by designing a world only for their way of living taking no account of the impairments that other people have.**
>
> **In this plan we have used the term 'disabled learners', to make the point like Te Rito report has shown, that people with impairments are often 'disabled by their environment', rather than inferring that they are 'disabled' themselves or by their impairments.**
>
> **Disabled learners include those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the Deaf and Blind communities and those with learning disability, neurological or cognitive difficulties, mental health conditions and other hidden impairments. These impairments often last for six months or more. It is important to remember that disabled learners are diverse like the rest of our community. They include disabled ākonga Māori, people with different impairments, Pacific learners and those from other cultural groups, women, international students, LGBTQIA communities, migrants, at-risk youth and older people, etc.'**

We use language that respects disabled people as active individuals with control over their own lives.

We do not use 'disorder' unless it is part of a formal diagnosis.

We avoid language that portrays people as victims, such as 'suffers from'.
For example, we use 'a person with a vision impairment', 'a person with hearing loss', 'a person with limited mobility'.

We avoid phrases that may associate impairments with negative things.
For example, 'blind drunk' or 'deaf to our pleas'.

We use 'support' instead of 'help'.

We include disabled people in the visual elements of our work.

Te reo Māori

Te Pūkenga te reo Māori writing style guide has been collated to ensure the accurate and consistent use of te reo Māori across all Te Pūkenga internal and external facing communications and marketing (print and digital), as well as signage and naming conventions.

At Te Pūkenga we typically follow Te Taura Whiri i te reo Māori Guidelines for Māori Orthography: Ngā Tikanga Tuhi a Te Taura Whiri i te reo Māori. These are kept updated and can be found on Te Taura Whiri i te reo Māori | Māori Language Commission website, **tetaurawhiri.govt.nz/resources**.

Orthography is the written system selected for any language. It includes spelling conventions, use of diacritics (the tohutō or macron for te reo Māori to indicate vowel length), and features of punctuation such as use of capital letters and hyphernation. We've also developed some additional features for Te Pūkenga written style.

The orthographic conventions for te reo Māori have changed over time as written use of the language has developed. What we outline below may be different to what you have seen in other contexts, and in particular in older printed texts. Depending on the tribal dialect of your region, this may be in the use of macrons.

Te reo Māori is the indigenous language of Aotearoa New Zealand and like New Zealand Sign Language, is an official language. We honour te reo Māori by adopting the convention to start with te reo Māori, followed by the English equivalent. This reflects Aotearoa New Zealand's national commitment to support Māori language revitalisation. It also enables our institution to use te reo Māori within English text.

Te Pūkenga is committed to the preservation and normalisation of te reo Māori.

For a guide on how to use te reo Māori in Te Pūkenga, please refer to our Te Pūkenga te reo Māori writing style guide.

Our organisation

Our vision

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures

The most well used and highly prized tool of the pre-European Māori world was the toki or the adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the toki that there are many Māori proverbs that speak of its application and even people who were seen as proficient in various activities were called 'toki.'

The notion of toki aligns with the name Te Pūkenga which also means to be proficient or skilled in particular roles. By including the word whakairohia in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tool.

The second part of the phrase is about the future. The word tārai means to fashion, shape or sculpt and anamata is the future. Therefore the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

Our values

Manawa nui | We reach out and welcome in

Manawa roa | We learn and achieve together

Manawa ora | We strengthen and grow the whole person

Te Pūkenga

We always refer to ourselves as Te Pūkenga.

We are not, and would never use:

- The Te Pūkenga
- Te Pūkenga's
- TP.

Our people

We refer to each other as kaimahi, colleagues, work friends, whānau, or Te Pūkenga people. Our people in governance are ōhu kaitiaki.

We limit our use of terms like 'employee' or 'staff', except for when it makes sense in a formal setting or when we're required by legislation.

We use capital letters for all job titles or positions when referring to them in person.
For example, 'Chief People Office, Keri-Anne Tane.'

We use lower case for job titles when referring to a group.
For example, 'The business division international directors'

We use a person's full name in the first instance and their title and surname for subsequent mentions.
For example, 'Chief Executive Peter Winder hosted the event last week. Mr Winder said it was fantastic to be able to attend.'

Our teams

We have Business Groups and teams that belonged to Business Groups.

The Business Groups are:

- Academic Centre and Learning Systems
- Ako Delivery
- Digital
- Finance
- Learner and Employer Experience and Attraction
- Office of the CEO
- People, Culture and Wellbeing
- Strategy and Transformation
- Tiriti Outcomes

Where we come from

Te Pūkenga was established to bring together the former Institutes of Technology and Polytechnics and Industry Training Organisations. As we moved through the transition period, these organisations have moved from being subsidiaries of Te Pūkenga to business divisions. When a subsidiary became a business division, their legal name changed to "Te Pūkenga New Zealand Institute of Skills and Technology trading as [brand name]."

As we continue to transition, we will move from business divisions to a regional model with 4 regions.

Business Division	Māori name	First time referring to	Second referral and onwards
Ara Institute of Canterbury	Ara Rau, Taumata Rau	Ara	Te Pūkenga	Ara
Building and Construction Industry Training Organisaton	He Hunga Hanga Mātou	BCITO	Te Pūkenga	BCITO
Community Support Services Industry Training Organisation	Te Toi Pūkenga	Careerforce	Te Pūkenga	Careerforce
Competenz		Competenz	Te Pūkenga	Competenz
Connexis		Connexis	Te Pūkenga	Connexis
EarnLearn		EarnLearn	Te Pūkenga	EarnLearn
Eastern Institute of Technology	Te Aho a Māui	EIT	Te Pūkenga	EIT
Manukau Institute of Technology	Te Whare Takiura o Manukau	MIT	Te Pūkenga	MIT
Motor Industry Training Organisation		MITO	Te Pūkenga	MITO
Nelson Marlborough Institute of Technology	Te Whare Wānanga o te Tau Ihu o te Waka a Māui	NMIT	Te Pūkenga	NMIT
New Zealand Hair and Beauty Industry Training Organisation		HITO	Te Pūkenga	HITO
Northland Polytechnic	NorthTec Tai Tokerau Wānanga	NorthTec	Te Pūkenga	NorthTec
Open Polytechnic of New Zealand	Kuratini Tuwhera	Open Polytechnic	Te Pūkenga	Open Polytechnic

Business Division	Māori name	First time referring to	Second referral and onwards
Otago Polytechnic	Te Kura Matatini ki Otago	Otago Polytechnic | Te Pūkenga	Otago Polytechnic
Primary ITO	Rōpū Whakangungu Ahuwhenua Ahumahi	Primary ITO | Te Pūkenga	Primary ITO
Service Skills Institute	Whakangungu Ahumahi Ratonga	ServiceIQ | Te Pūkenga	ServiceIQ
Southern Institute of Technology	Te Whare Wānanga o Murihiku	SIT | Te Pūkenga	SIT
Tai Poutini Polytechnic		TPP | Te Pūkenga	TPP
Toi Ohomai Polytechnic		Toi Ohomai | Te Pūkenga	Toi Ohomai
Unitec New Zealand	Te Whare Wānanga o Wairaka	Unitec | Te Pūkenga	Unitec
Universal College of Learning	Te Pae Mātauranga ki te Ao	UCOL | Te Pūkenga	UCOL
Wellington Institute of Technology and Whitireia Community Polytechnic	Te Whare Wānanga o Awakairangi me Whitireia	Weltec and Whitireia | Te Pūkenga	Weltec and Whitireia
Western Institute of Technology	Te Kura o Matatini o Taranaki	WITT | Te Pūkenga	WITT
Wintec	Te Kuratini o Waikato	Wintec | Te Pūkenga	Wintec

How we describe our purpose

For learners

Te Pūkenga is creating a unified network of polytechnics and industry training organisations to give you the benefit of the strengths of the whole network in your local region.

Our ākonga will remain at the centre of everything we do. You'll be part of a system that is culturally responsive, honours Te Tiriti o Waitangi, is consistent across the country, and will let you learn at your own pace, in your own place.

Te Pūkenga is here to help you fit learning around your life.

For employers

We're creating a world-class vocational and on-the-job learning system for Aotearoa New Zealand that brings together the strengths of ITPs and ITOs. The goal is to help learners get more than qualifications. It's about building the right skills and knowledge, so they are ready to take their next step.

Other words and phrases we use

- All learners
- Regional richness
- Nationally and internationally recognised
- Creating real value
- Making how and what you learn relevant to the world of work
- Learner-focused
- Improving outcomes for Māori learners, whānau, hapū and iwi, and employers
- Promoting lifelong learning
- Sustainable
- United
- Collective strength
- Separate strands are stronger together – harakeke
- Supportive
- Equitable
- Putting learners first

Using ākonga, kaimahi and kaiako

When using 'ākonga', the description (if any) of that/those ākonga should be positioned immediately after 'ākonga'. **For example: ākonga Māori/Māori learner(s).**

We run into problems with this grammatical convention when we want apply 'ākonga' alongside a non-māori description of the 'ākonga'. **For example: Disabled ākonga.**

The challenge is doubled when applying 'ākonga' alongside another indigenous groupings, such as Pacific peoples, where we are wary of recolonisation.

The same goes when using the words 'kaimahi' and 'kaiako' – kaimahi/kaiako Māori, Pacific staff/facilitators of learning, Disabled staff/facilitators of learning.

When referencing people in organisation, use the following summary to guide which terms you use:

- Ākonga – learner/all learners
- Kaimahi – all staff
- Kaiako – all facilitators of learning
- Ākonga Māori – Māori learners
- Pacific learners/staff/facilitators of learning
- Disabled learners/staff/facilitators of learning

Words and acronyms we don't use

- Megapolytech
- Megapolytechnic
- VE
- VET
- Realigning — this is what happens to your wheels
- Merge
- It's early days — those were earlier, we're in the here and now
- Treaty of Waitangi — we use Te Tiriti o Waitangi or Te Tiriti

Our preferred terms for things and people

Vocational and on-the-job learning — not vocational education or vocational education and training. The exception is in the international marketplace.

Ākonga or Learners — not students, trainees, enrolees (although occasionally these have a place).

Graduates — learners who have completed a programme.

Kaimahi — our people. In most cases we don't use the term staff.

Writing for accessibility

There are some easy things we can do to ensure that we are writing in a way that is accessible for everyone. This includes people with vision impairments using a screen reader, or people with hearing impairments relying on captions. We have accessibility guidelines to support our mahi, but here are some key things you should remember when writing for Te Pūkenga.

- Increase the body text font size in documents from 11 (default) to 12 point where possible.
- Ensure font colours have enough contrast (e.g. no red text on white backgrounds).
- Increase headings to at least 16 point.
- Use HTML content where possible in website and intranet pages (Communications and Marketing can help with this).
- Limit the use of PDFs, which do not work well with screen readers.
- Use proper font 'styles' in Word so people using screen readers know where they are in the document.

Formatting

Fonts

We use Calibri (body), size 12, on all internal documents, emails, corporate documents, and any materials produced from the MS Office Suite (primarily Outlook, Word and PowerPoint).

Designed documents may use different fonts. Please refer to the Brand guidelines for more information or contact **marketing@tepukenga.ac.nz**.

Alignment

We align text left to support better accessibility of our material and content.

Spacing

We use single spacing between sentences, not double spacing.

Bold

We rarely use bold outside of headings. To emphasise words or phrases we prefer to use headings or bullets and put key information at the start of sentences.

Italics

We use italics rarely. If we need to emphasis content, we prefer to use headings or bullets and put key information at the start of sentences. If required, we use bold.

Paragraphs

We divide text into digestible sections using paragraphs. Paragraphs provide the reader with time to pause, and can indicate a change of subject.

Underline

We use underlining rarely, apart from for hyperlinks. If we need to emphasise content, we prefer to use headings or bullets and put key information at the start of sentences. If required, we use bold.

Numbers

We:

- spell out numbers one to nine, unless in a table, list or when included in a designed element
- use numerals for 10–999,999 unless at the beginning of a sentence
- use decimals for numbers over 1 million. **For example, 10.5 million** — in tables, we shorten to 1m or 10.5m
- start numbers less than one with a numeral before the decimal point. **For example, 0.5, 1.2**
- type decimal points as full stops
- use commas for any number over 10,000, but not for 1000
- use numerals when showing a range. **For example, 6–10 people**
- use numerals and the word percent for percentages.

Measurements

We:

- use abbreviations for all measurements. **For example, mm, kg, m², km/h, °C**
- always use numerals for measurement
- keep numbers and their unit of measurement on the same line
- no space is used between the number and unit of measurement. **For example, $2, 2kg.**

Dates

When including both time and date, we say the time first.
For example, '9am, Wednesday 8 September' not '8th September' or 'September 8'.

Time

We use 'am' and 'pm' for time.
For example, '9am', not '9:00am' or '9 o'clock'.

We use midday and midnight, not noon, 12am or 12pm.

We do not use time descriptors alongside times.
For example, '9pm tonight'.

Phone numbers

We write phone numbers without brackets or hyphens. We use spaces to break a number up.
For example, 021 907 538.

Money

When a sum of money is four digits or longer, we separate every third numeral from the right with a comma. **For example, $11,234 or $6,345,231.**

When referring to currencies other than the New Zealand dollar, we place the country abbreviation before the dollar sign. **For example, AUD$3,000 or US$2,500.**
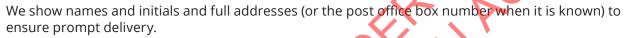
Grammar and punctuation

Acronyms

For the first reference on a document, we use the full words, followed by the acronym in backets. We then use the acronym throughout the document.

Addresses

We always address letters to a person or designation.
For example,

The Manager,
Griffen & Smith Ltd
123 Sample Street
Redwood
Christchurch 8051

We show names and initials and full addresses (or the post office box number when it is known) to ensure prompt delivery.

The box number should be typed as 'PO Box ...' not 'Box ...' or 'P O Box'.

The abbreviation for 'care of' is typed 'C/o' not 'C/-'.

Ampersand (&)

We use the word 'and' and not '&' unless it is part of an organisation's proper brand or name.

Apostrophes

We generally don't add an extra 's' after nouns or names ending in 's'.
For example, we say 'the business' work' — not 'the business's work'.

Exceptions are okay where the alternative reads more naturally.

We don't use an apostrophe for dates, numbers or plurals of abbreviations.
For example, 1990s.

We don't use apostrophes on te reo.
For example, we don't say 'Te Pūkenga's'.

Brackets

We limit the use of brackets and avoid using them in the middle of sentence.

Bullet points

Bullet points can be used to highlight key information that does not need to be in a specific order.

When the list items form a complete list:
- each bullet point should start with lower case
- we don't use an 'and' at the end of the second-to-last bullet point
- only the last bullet should have a full stop.

When the list items are complete sentences themselves, it is slightly different.
- You can use a capital letter at the start of each bullet point.
- You can also use full stop at the end of each bullet point.

Bullet points don't need a line after the sentence introducing the list, or between each item.

Legal documents often use 'and', 'or' and semi-colons at the end of each list item. Do not change the formatting for lists in legal and regulatory documents.

Numbered lists

A numbered list must be used to highlight information in a specific order, such as steps or a timeline.

Each line should be a complete sentence with a capital letter to start and a full stop to end.

Capitals

We only use capitals for proper nouns, such as:

- names of people, places and things, including buildings and brands: Air New Zealand
- specified committee, faculty, department, institute or school: Public Administration Select Committee
- names of groups, directorates and organisations: Affordable Housing Action Group
- titles of specific acts or bills: Human Rights Act (but 'the act' or 'the bill' at second mention)
- names of specific schemes known to people: Right to Buy
- names of wars: World War 1 and World War 2
- job titles following the person's name
- titles like Mr, Ms, Mx, Dr
- titles of books: Content Design
- header cells in tables (first word): Yearly budget.

We use a capital letter for the Crown, and for Government and Parliament when referring to a specific government or sitting of the parliament in Aotearoa New Zealand. We use lower case for general references to government.

Generally, terms are not proper nouns, so should not be capitalised. Technical terms are not proper nouns. But if a word or term is branded as a distinct thing, treat it as a proper noun.

Colons and semi-colons

We don't use semi-colons or comma splices. We write two sentences instead, or separate the clauses using an em-dash (with a space on either side).

A colon often precedes an explanation, a list, or introduces a quoted sentence. It is also used to indicate a subtitle of a report or document.
For example, 'Mobilising the new world: Interim report executive summaries'

Contractions

Contractions make text feel more conversational and friendly. They also make complex sentences easier to read for native English speakers.

However, the punctuation can make sentences harder to read for some users. We rewrite sentences to avoid using contractions if it fits with the overall tone. When we use them, we only use simple contractions: I've, you'll, won't.

Dashes

There are three types of dashes: em-dash (—), en-dash (–), and hyphen (-).

1. Em-dashes are used to separate thoughts in a sentence or for emphasis.
   For example, 'Te Pūkenga aims to meet the needs of learners, their whānau and employers — that's what we will do, and how we will create that future experience.'

2. En-dashes are used to show numerical range to read as 'to' or 'through'. No spaces are used on either side of the dash.
   For example 'Te Pūkenga is expected to have 280,000–320,000 learners.'

3. Hyphens are used for compound words.
   For example, 'Te Pūkenga has a once-in-a-generation opportunity'

We don't use a dash when we're using the words 'between' and 'from' when talking about a range.
For example 'Te Pūkenga underwent transition work between 1 April 2020 and 1 January 2023.'

e.g. and i.e.

We use full stops between and after the letters of i.e. and e.g. We do not use a comma after e.g.

When starting a list or sentence with one of these, only the first letter is capitalised.

If you're not sure which to use, then keep in mind that i.e. means "in other words" and e.g. means "for example".

Ellipsis (…)

An ellipsis (…) is three dots used to show that words have been omitted from a quotation to make it more concise and clearer. Use a space on each side of the ellipsis but none between the dots.

Endorsements

Endorsements note the use of a document, such as confidential or internal use only.

They should be noted in **bold** capitals, two single spaces above the address at the left-hand margin on both the envelope and the correspondence.
For example, CONFIDENTIAL

When endorsements relating to confidentiality are to be typed on documents, the endorsement is either to be:

- inserted as a watermark on each page, or
- centred and placed as close to the top of the page as possible and on the last line at the bottom of the page, preferably in the header and footer.

Exclamation marks

We use exclamation marks sparingly to add personality and excitement.

Extracts

Extracts must be formally identified as follows:

- Extract from "Greymouth Evening Star" of 12 July 1993, or
- Extract from a letter from Messrs Smith and Brown, High Street, Notown to Jim Doyle, ITPNZ, dated 12 July 1993.

If a portion of the extract has to be deliberately omitted, use an ellipsis (...) to indicate the omitted text.

Headings

We use sentence case so only the first letter is upper case.

We never link headings.

However

If a sentence starts with however, it is always followed by a comma and what comes after must be a full sentence.

Links

We do not include the mechanics 'https://www.' of a URL. Where we include a link, we add the hyperlink where possible.
For example, we use tepukenga.ac.nz not www.tepukenga.ac.nz or https://www.tepukenga.ac.nz.

Plurals

We don't use brackets or '/s' to refer to something that could be either singular or plural. We use the plural as this covers both possibilities.
For example, 'Send your completed documents to Te Pūkenga' not 'Send your completed document(s) to Te Pūkenga'.

Our organisations and groups are singular entities.
For example, 'Te Pūkenga is exploring options' not 'Te Pūkenga are exploring options' and 'the team is gathering information' not 'the team are gathering information.'

Quotation marks

We use double quotation marks for:

- exact quotations

If needed, a full stop or comma should go before the quotation mark, and not outside.
For example, "congratulations on graduating," he said.

We use single quotation marks for:
- technical terms (the first time it is used)
- classification descriptors
- titles of documents or publications (see titles section below).

A full stop or comma should go after the quotation mark, and not inside.
For example, We use 'ākonga' instead of 'student'.

Spelling

Dictionaries provide optional spellings for some words such as recognize or authorize. We use the New Zealand spelling for words like these, which is 'ise'.
For example, recognise, authorise.

The default dictionary for all templates will be set to the English (New Zealand) or Māori as appropriate.

Titles of documents or publications

We prefer to use sentence case for the titles of documents or publications. We use single quotation marks to separate document titles from their surrounding text, unless the title is a link.

For example, 'Titles of documents or publications' instead of 'TITLES OF DOCUMENTS OR PUBLICATIONS'

Plain English synonyms

Instead of	Use
a number of	some, approximately
abbreviate	shorten
accelerate	speed up
accommodate	make room for, host
accompanied	came with, went with
accompany	come with, go with
accomplish	carry out, do
accordingly	so
accumulate	gather
accurate	correct, exact, right
achieve	do, make
acquire	gain, get/got
additional	more, added, other
adjacent	next to
advantageous	helpful
adverse	harmful, bad
alteration	change
altered	changed
alternatively	otherwise, instead
ambiguity	doubt, confusion, more than one meaning
anticipate	expect
apparent	clear, plain
as a means of	to
ask a question	ask
assistance	help
at the present time	now
be responsible for	handle, deal with
because of the fact that	since, because
by means of	by, with
category	class, group
clarify	explain
close down	close
combined	joint
commence	begin, start

Instead of	Use
components	parts, elements
comprise	form, include, make up
concerning	about, on
conclude	close, end
concur	agree
consequently	so
constitutes	is, forms, makes up
construct	build
contains	has
demonstrate	show
demonstrated	shown
depart	leave
designate	appoint, choose
desirable	required, needed
desire	wish
determine	decide, find
develop	grow, make
disclose	show
discontinue	drop, stop
discretion	choice, option, caution
disseminate	issue, mail, send out
do not	don't
due to the fact that	since
during the time that	while
each and every	each, all
eliminate	cut, drop
employ	use
encounter	meet
encourage	support
endeavour	try
enquire	find out
ensure	make sure
establish	set up, provide, show
evaluate	check, rate, test
evident	clear
examine	look at

Instead of	Use
expertise	skill
explain	show, tell
extent	amount
facilitate	help, assist
factor	cause, reason
failed to	didn't
feasible	can be done, workable
females	women
finalise	complete, finish
for a period of, for the period of	for, between (dates or times)
for example	such as
for the purpose of	because
forfeit	give up, lose
give consideration to	consider
give recognition to	recognise
honorific	title
identical	same
if and when	if, when
immediately	at once, now
imperative	essential, necessary
implement (verb)	carry out, do, put in place (verb)
in a timely manner	on time, as quickly as possible
in addition	also, besides, too
in an effort to	to
in conjunction with	with
in lieu of	instead of
in many cases	often
in many instances	sometimes
in order that	for, so
in order to	to
in regard to	about, concerning
in respect of	about, for, as to
in the course of	during, in
in the event that	if, when
incorporate	blend, join, merge
indicate	show, write down

Instead of	Use
indication	sign
infrastructure	buildings, equipment
initial	first
initiate	start
injurious	harmful, bad
inquire	find out
integrate	connect, combine
intend	plan
intention	aim
is applicable to	applies to
is concerned with	concerns
it is essential to, it is essential that	this must, it must
join together	join
legislation	law
limited number	a few
locate	find
location	place, scene, site
magnitude	size
maintain	keep, support
majority	greatest, longest
make payment	pay
males	men
minimise	decrease, reduce
mitigate	lessen, prevent, avoid
modify	change
multi-faceted	more than one, a range of
necessitate	cause, need
no later than	by
notify	let know, tell
numerous	many, most
objective	aim, goal
observe	see
obtain	get
optimum	best
option	choice
outcome	result

Instead of	Use
parameters	limits
participate	take part
pending	to come
per annum	each year, yearly, every year
perform	do
permit	let
pertaining to	about, on
point in time	now, when
portion	part
position (verb)	place, put
possess	have, own
preceding	earlier
prepared	ready
previous	earlier, past
previously	before
primarily	mainly
prior to	before
procedures	ways, rules
proceed	go, go on
proficiency	skill
prohibit	ban, not allow
proposes to	means to, suggests
provide	give, supply
provided that	if
provision	supply
purchase	buy
reason for	why
recapitulate	sum up
reduce	cut
reflect	say, show
regarding	about, on
reinstate	put back
relating to	about
remedy (noun)	solution, treatment
remedy (verb)	prevent, fix
render	give, make

Instead of	Use
request	ask
require	must, need
requirement	need
reside	live
resolve	decide
retain	keep
review	check, go over
selection	choice
shall	will, must
similar to	like
state	say
state of the art	latest
statute	law
submit	give, send
subsequent (subsequent to)	later, next, following
subsequently	after, then
substantial	large, real, strong
sufficient	enough
tangible	real
terminate	end, stop
the majority of	most
therefore	so
therein	there
time period	time, period (either not both)
timely	prompt
uncertain	unsure
utilise	use
value	cost, worth
variable	changeable, uneven, patchy
weight	importance
whenever	when
whereas	since
wished to speak	wanted to speak
with reference to	about
with the exception of	except

Words and spelling

We use British rather than American spelling. Here are some common examples.

Instead of (American)	Use (British)
organization	organisation
traveling/traveled	travelling/travelled
focusing/focused	focussing/focussed
canceling/canceled	cancelling/cancelled
labeling/labeled	labelling/labelled
modeling/modeled	modelling/modelled
signaling/signaled	signalling/signalled
aging	ageing
analyze	analyse
fulfill	fulfil
leveling/leveled	levelling/levelled
unraveling/unraveled	unravelling/unravelled
tunneling/tunneled	tunnelling/tunnelled

There are also various ways to spell some words. Here are the forms we use:

Instead of	Use
co-ordinate	coordinate
fulltime/full time	full-time
part time	part-time
well-being	wellbeing
Pacifica, Pacifika, Pasifica	Pasifika
WIFI, Wifi, WiFi, Wi-Fi, Wi-fi	wifi

Mistaken words

Sometimes one word is mistaken for another, or similar words are confused. Here are some definitions to help you use the right word in the right place.

about	specifically related to defining an item in relation to a measurement — 'about three centimetres long' (a small amount shorter or longer than 3cm)	**around**	use in relation to location/geography. 'Te Awamutu is around 29km from Hamilton.' 'He moved around the room.'
affect	verb — most common usage: to change, to impact a person's mood or behaviour or the outcome of an event, item or situation. 'My actions might affect the bank balance.'	**effect**	noun — most common usage: the change, the impact on mood or outcome of an event, item or situation 'His shouting had a disturbing effect.' 'The effect of his actions was to stop the protest.'
complimentary	complimentary (1) — Expressing praise or admiration (being complimentary) complimentary (2) — Given free as a courtesy or favour (complimentary gift). 'Complimentary glass of wine on arrival.' 'Please accept this voucher with our compliments.'	**complementary**	going together well, working well together. Used when one thing completes something else or adds to it/ makes it better: it is 'complementary' to the first thing.
dependent **dependent on**	adjective — depending on a person or thing adjective — influenced or conditioned by	**dependant**	noun — a person who depends on another for financial support
disinterested	impartial, objective, neutral	**uninterested**	not interested, bored
earth	soil	**Earth**	planet
fewer	If you can count what you are writing about, use fewer. 'There were fewer cars on the road.'	**less**	If you can't count, or give a number for, what you are writing about, use less. 'There was less traffic on the road.'
infer	to form (an opinion) from evidence, to reach (a conclusion) based on known facts (i.e. it's what you get out of it)	**imply**	to express (something) in an indirect way to suggest (something) without saying or showing it plainly (i.e. it's what you put into it)
licence	noun — a licence	**license**	verb — to license, licensing
practice	practice (1) noun — action being carried out, in operation. 'In theory, driving to and from work each day seemed easy. In practice, it made for a long day.' practice (2) noun — a place where a business or operation is carried out, a medical practice (doctor's surgery). practice (3) noun — something done regularly or frequently. 'It was common practice to lock both doors before leaving at night.'	**practise**	to practise (verb) — to do something again and again in order to become better at it. 'You need to practise the violin every day.'

principal	principal (1) adjective — the main or key item. 'The principal concern is that …' principal (2) noun — a principal of a school or other organisation. 'Fraser High School's principal, John Smith, said…'	**principle**	a principle (noun) — a belief, truth, theory or law. Either a moral rule or belief that helps you know what is right and wrong and that influences your actions. A basic truth or theory, or a law of nature that explains why something happens. 'Doing that is against my principles.'
programme	programme (1) noun — a course of work, study, chain of events to achieve an outcome or run a event programme (2) verb — to set up a running order of activities/ items for a course of work, study, chain of events. programme (3) verb — to input information and data into a computer programme (4) noun — a list of items/ activities in relation to an event	**program**	a program (noun) — a computer program or an application which runs on a computer
stationary	adjective — having a fixed position or not moving. 'The car was stationary.'	**stationery**	noun — refers to writing materials such as pens and paper. 'The paper clips are in the stationery cupboard.'
that	Use that when the meaning of the sentence is affected if the information after 'that' is left out.	**which**	Use which when the sentence still makes sense if the information after 'which' is left out. It indicates a subordinate clause and requires a comma before the 'which'.
wrapped	related to wrapping a present	**rapt**	related to 'rapture' either transported with emotion or wholly absorbed or engrossed in or with something.
wrap up	verb — put on warm clothes	**wrap-up**	noun — a final report or summary

Te Pūkenga