The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)
This picture illustrates how we are developing an education system that meets the needs of the 21st century from early learning, through tertiary education, supported by five objectives for education.

The waka hourua is our education system and the groups who have a key role in it – it encompasses early learning, schooling, and tertiary education and training. Learners/ākonga are at the centre of our education system and are steering the waka with their whānau. The sails, woven from the NELP and TES, and other key parts of the Education Work Programme, help to set direction and make the waka go faster towards the desired destination – the vision of Te Pae Tāwhiti.

**Education Work Programme**

**OBJECTIVES FOR EDUCATION**

Learners at the centre
Learners with their whānau are at the centre of education.

Barrier-Free Access
Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership
Quality teaching and leadership make the difference for learners and their whānau.

Future of Learning and Work
Learning that is relevant to the lives of New Zealanders today and throughout their lives.

World class Inclusive Public Education
New Zealand education is trusted and sustainable.

**VISION FOR EDUCATION**

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!
Objectives for education

Thousands of New Zealanders told us what they thought about education in New Zealand. Based on that, the Government adopted its vision and strategic objectives for education. These have been used to guide the education work undertaken by the Government.

The NELP and TES priorities aim to help the education system achieve these objectives. In this document, each priority is placed with the objective that it will most support.

1. LEARNERS AT THE CENTRE
   Learners with their whānau are at the centre of education

   Every learner/ākonga and their family and whānau should be free from racist behaviour by individuals, and from broader institutional practices that embed racism. All forms of bullying – physical, verbal, social, and cyber – and all forms of racism and harassment need to be eliminated.

   Learners/ākonga, whānau, families and their communities should be encouraged and supported to be informed and demanding partners in education who can exercise agency and authority. Their voices need to be sought out and listened to.

   Wellbeing is fundamentally entwined with learning, and needs to be a goal through all parts of our education system.

2. BARRIER FREE ACCESS
   Great education opportunities and outcomes are within reach for every learner

   Education must be available to, and delivered for all. Barriers that stop learners/ākonga from fully participating in education, including financial and physical barriers, need to be reduced, so all learners/ākonga have access to equitable opportunities and outcomes.

   The education system must be inclusive and value the diversity and unique contributions of learners/ākonga from all backgrounds, so all learners/ākonga feel embraced and that they belong.

3. QUALITY TEACHING AND LEADERSHIP
   Quality teaching and leadership make the difference for learners and their whānau

   We need teachers/kaiako to adopt the practices that make the most positive difference for learners/ākonga. Diverse, highly skilled and motivated teachers/kaiako are critical to meeting the needs and aspirations of all learners/ākonga.

   Quality leadership must be developed at all levels of the system to lead positive change, and enhance quality day-to-day teaching and learning.

4. FUTURE OF LEARNING AND WORK
   Learning that is relevant to the lives of New Zealanders today and throughout their lives

   Learners/ākonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. This includes all learning from early childhood education through school, to tertiary education. Citizenship, pathways to employment, and lifelong learning are important parts of this.

   For Māori learners/ākonga, this means acquiring the skills to participate in te ao Māori, New Zealand society and the global context.

5. WORLD CLASS INCLUSIVE PUBLIC EDUCATION
   New Zealand education is trusted and sustainable

   The education system needs to be high trust. It must be adaptive and respond to the needs of all learners/ākonga and our changing world. Some parts of our system need to be strengthened, while other parts need more fundamental reform.

   New Zealand’s education and research must be internationally respected, and support effective Māori-Crown relationships.
The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government’s long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups. One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown’s responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

**LEARNERS AT THE CENTRE**
Learners with their whānau are at the centre of education

**BARRIER FREE ACCESS**
Great education opportunities and outcomes are within reach for every learner

**QUALITY TEACHING AND LEADERSHIP**
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**FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders today and throughout their lives

**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**
New Zealand education is trusted and sustainable

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**OBJECTIVE 1**
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**OBJECTIVE 2**
Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

**OBJECTIVE 3**
Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**OBJECTIVE 4**
Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

**OBJECTIVE 5**
Meaningly incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

**OBJECTIVE 6**
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

**OBJECTIVE 7**
Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

**OBJECTIVE 8**
Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

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* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.
In 2018 the Minister of Education started a series of education conversations to inform the Education Work Programme. Through the Kōrero Mātauranga, we spoke to thousands of New Zealanders about their experiences of education, and how we could build the world’s best education and training system for New Zealand.

In late 2018 and early 2019, the Ministry of Education engaged with a wide range of learners/ākonga and sector representatives. We spoke with diverse learners/ākonga of all ages from backgrounds we don’t often hear from and struggle to engage with, whose needs are often not well met by the education sector.

We heard about their experiences of early learning and schooling, about the barriers they face to participation, and what could be done to improve education in New Zealand.

We also received a lot of feedback about people’s experiences of the tertiary education and training system, and what the TES could change.

What we heard during these engagements was used to inform the draft NELP and TES priorities.

In late 2019 the Ministry undertook broad consultation on the proposed set of NELP and TES priorities. We held more than 70 community and sector group hui, and ran two online surveys. We wanted to ensure a wide range of New Zealanders were able to share their views about what matters in education.

We asked what people thought of the proposed priorities, whether they would make real change in the education and training system, and whether there was anything missing.

What we heard during this consultation was used to develop the final NELP and TES.

In March 2020 the COVID-19 pandemic hit New Zealand. The Government’s response to the pandemic, particularly the seven-week closure of all education facilities, highlighted many of the equity issues that exist within the education and training system.

What we have learned during the response to COVID-19, and what we have heard from learners/ākonga about their experiences during this time, has reinforced the importance of the issues addressed by the NELP and TES priorities in this document.

The NELP and TES are published with one coherent set of priorities based on what we heard from New Zealanders during the last three years. They set the direction for the whole of the education system for the next five years and beyond.

Links to the evidence briefs and summaries of the engagements undertaken to inform the NELP and TES priorities can be found here: https://conversation.education.govt.nz
The priorities form both the NELP and the TES and signal what is needed across the education system to improve outcomes for learners/ākonga. They set the direction for education providers and learners/ākonga.

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<td>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</td>
<td>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</td>
<td>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs</td>
<td>4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</td>
<td>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</td>
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<td>All learners/ākonga, teachers/ kaiako and staff have the right to feel safe, secure, included and welcome. They should be free from discriminatory, sexist and bullying behaviour, including individual and institutional bias, which have significant and long lasting negative impacts on health, wellbeing, identity and educational achievement.</td>
<td>Low expectations, individual and institutional bias can negatively impact learner/ākonga wellbeing, progress and achievement. All learners/ākonga should be supported to build and achieve their personal, educational and employment aspirations, and be empowered to participate fully in their whānau, family, and communities. Learner/ākonga educational outcomes and wellbeing can be lifted and transformed through collaborative partnerships between places of learning and whānau, family, caregivers, and the wider community, including faith and cultural groups.</td>
<td>Learners/ākonga can face a variety of barriers which can limit their participation in education and training and limit their outcomes. It is important that support for learners/ākonga continues to improve, and that physical, access, support and financial barriers are acknowledged and reduced so that learners/ākonga are supported to fully exercise their right to education. This is particularly important for Pacific learners/ākonga, disabled learners/ākonga, those with learning support needs and those from disadvantaged backgrounds, who often face additional barriers to accessing education.</td>
<td>Foundation skills play a fundamental role in a person’s lifelong development. They equip learners/ākonga with the knowledge and skills needed for further learning and employment, and to fully participate in their local and global communities. Learners/ākonga must be able to gain and develop language, literacy and numeracy skills, key competencies, and digital literacy to support positive education outcomes, and future employment opportunities. The Adult and Community Education sector has a valuable role to play in supporting development of foundation skills for adult learners/ākonga.</td>
<td>Te reo Māori (the Māori language) and tikanga Māori (Māori values, practices, procedures, customs, manners and protocols) are essential components of the heritage of New Zealand. They are central to Māori identity, language and culture, and integral to the identity of all New Zealanders. They should be embraced, supported and strengthened. By learning te reo Māori and becoming increasingly familiar with tikanga, Māori learners/ākonga strengthen their identities and are able to actively participate in Te Ao Māori, and non-Māori learners/ākonga work towards shared cultural understandings.</td>
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These priorities aim to improve outcomes for all learners/ākonga across the education system; in early learning, schooling and tertiary education and training. When the NELP and TES priorities are given effect across the education system, learners/ākonga in all parts of their education journey should experience a better, more responsive education.

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**WHAT GOOD LOOKS LIKE:**

- Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities
- High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated
- Whānau and communities are actively involved and valued in the design and delivery of education, and in the learning environment
- Education and training pathways are available for and deliver equitably for all learners/ākonga
- Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga

**WHAT GOOD LOOKS LIKE:**

- The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities
- Learners/ākonga face no unnecessary physical, access, support or financial barriers to education
- Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education
- Learners/ākonga are supported to successfully transition between education and employment
- Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed
- Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences

**WHAT GOOD LOOKS LIKE:**

- Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori
- Leaders, teachers, kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies
- Learners/ākonga have opportunities to learn, and learn in, te reo Māori
- A commitment to Te Tiriti | the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing
- Māori identity, language and culture are incorporated into teaching, learning and pastoral care

**WHAT GOOD LOOKS LIKE:**

- Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning
- Teachers/kaiako and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career
- Teachers/kaiako and educators are confident and competent in educating diverse learners/ākonga
- Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

**WHAT GOOD LOOKS LIKE:**

- Teaching and learning focuses and responds more closely to workplace needs
- Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices
- A more active careers service supports clearer learning and employment pathways
- People can upskill and retrain throughout their lives and gain skills that are relevant for employment
- Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

1 Includes people who identify as lesbian, gay, bisexual, transgender, intersex, asexual, or other sex, gender, or sexuality diverse identities
The NELP and the TES are two of the key strategic components of the Education Work Programme that will help to ensure the education system meets the needs of all learners/ākonga in Aotearoa New Zealand, no matter who they are or where they come from.

There is clear alignment between the NELP and TES and the main initiatives that Government is undertaking through the Education Work Programme. This matrix shows where key initiatives of the Education Work Programme have actions or commitments announced that will support places of learning in implementing the NELP and TES.

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**EDUCATION WORK PROGRAMME ITEMS**

- **Raising achievement for Māori learners**
- **Raising achievement for Pacific learners**
- **Early Learning Action Plan**
- **Reform of the Tomorrow’s Schools system**
- **Education Workforce Strategy**
- **Reform of the funding system for early learning and schooling**
- **Comprehensive reform of school property**
- **Curriculum, assessment and qualifications (includes CPA and NCEA review)**
- **Learning Support Action Plan**
- **Reform of Vocational Education**
- **Strengthening tertiary education**
- **Supporting research in tertiary education**
- **Investing in wellbeing/child and youth wellbeing strategy**

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6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Implementation of the Statement of National Education and Learning Priorities in licensed early learning services

The Education (Early Childhood Services) Regulations 2008 require licensed early learning service providers to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard.

Licensing criteria will be amended to align with and support the GMA Standard.

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<td>6. Ensure every learner/ākonga experiences educational success as Māori and partner with them to support their language, literacy and numeracy</td>
<td>7. Identify gaps in teaching capability and invest in opportunities for teachers/kaako, educators and staff to strengthen teaching, leadership and learning support</td>
<td>8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</td>
<td>9. No actions for early learning services</td>
<td>10. Learning that is relevant to the lives of New Zealanders today and throughout their lives</td>
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<td>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (T5 only)</td>
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<td>Delivering Te Huirangiure to address racism, strengthen equity and accelerate the educational achievement and wellbeing of Māori learners/ākonga and their whānau</td>
<td>Meanfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</td>
<td>Allocating $200 million to support the education workforce to integrate te reo Māori into their practice</td>
<td>Extending Te Aho o te reo Māori to support the education workforce to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students’ learning</td>
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<td>Implement the actions committed to in the Action Plan for Pacific Education</td>
<td>Supporting the development of programmes and pathways for learning in Pacific languages</td>
<td>Allocating $100 million to support Pacific learners/ākonga and whānau in partnership</td>
<td>Providing professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres</td>
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<td>Align the pathways to succeed in work</td>
<td>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</td>
<td>Extend the PELP (Pacific Early Literacy Projects) and similar language projects into early learning services to help teachers and families grow Pacifica children’s language and early literacy capabilities</td>
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<td>Implement the actions committed to in the Action Plan for Pacific Education</td>
<td>Strengthen early identification of learning support needs through the development of screening tools</td>
<td>Delivering Kaehau Rau, the online hub for te reo Māori learners, and the development of localized te reo Māori curriculum resources through Te Ahu Rāhāāhu</td>
<td>Increasing qualification requirements for home-based educators, and the re-introduction of the 100% certificated funding band, in early childhood education and care services</td>
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<td>Reduce waiting times for existing early interventions and improving early intervention for young children and their family and whānau</td>
<td>Allocating $100 million to support Ako Hanga Rau and revitalise te reo Māori</td>
<td>Allocating funding for ECE pay increases</td>
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<td>Implement the actions committed to in the Action Plan for Pacific Education</td>
<td>Implement Ka Hikitia and develop skills and capacity in the education workforce</td>
<td>Allocating $300 million to support Ako Hanga Rau and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students’ learning</td>
<td>Reinstalling the 100% certificated teacher funding band from 1 January 2023</td>
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<td>Developing tools to support kaiako to understand learner/ākanga needs and barriers to success</td>
<td>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</td>
<td>Developing an oral language resource to support early learning kaiako to enhance children’s oral language learning and development</td>
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<td>Implement the actions committed to in the Action Plan for Pacific Education</td>
<td>Reducing barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</td>
<td>Delivering Kauwhata Reo, the online resource to support early learning services to help teachers and learners/ākonga develop their capability to engage in the pathways</td>
<td>Establish initial work to co-construct a range of tools to help early learning kaiako to understand and respond to children’s progress</td>
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<td>Deliver Tekapō Ako programme to support Pacific families</td>
<td>Delivering Kaehau Rau, the online hub for te reo Māori learners, and the development of localized te reo Māori curriculum resources through Te Ahu Rāhāāhu</td>
<td>Establish the PELP (Pacific Early Literacy Projects) and similar language projects into early learning services to help teachers and families grow Pacifica children’s language and early literacy capabilities</td>
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Implementation of the Statement of National Education and Learning Priorities in schools and kura

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities. Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school’s principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

### OBJECTIVE 1
**LEARNERS AT THE CENTRE**
Learners with their whānau are at the centre of education

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<tr>
<td>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</td>
<td>Have high aspirations for every learner/ākonga, and support them by partnering with their whānau, communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</td>
<td>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</td>
<td>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</td>
<td>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</td>
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### OBJECTIVE 2
**BARRIER FREE ACCESS**
Great education opportunities and outcomes are within reach for every learner

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<td>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying</td>
<td>Have high aspirations for every learner/ākonga, and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</td>
<td>Have processes in place to promptly address and resolve complaints or concerns about racism, discrimination and bullying</td>
<td>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</td>
<td></td>
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</tbody>
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### OBJECTIVE 3
**QUALITY TEACHING AND LEADERSHIP**
Quality teaching and leadership make the difference for learners and their whānau

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<td>Parter with family and whānau to equip every learner/ākonga to build and realise their aspirations</td>
<td>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</td>
<td>Identify and respond to learner/ākonga strengths, progress and needs, and learners/ākonga and whānau aspirations</td>
<td>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</td>
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### OBJECTIVE 4
**FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders today and throughout their lives

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<td>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</td>
<td>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</td>
<td>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</td>
<td>Engage with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</td>
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### OBJECTIVE 5
**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**
New Zealand education is trusted and sustainable

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<td>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</td>
<td>Support learners/ākonga to see the connection between what they’re learning and the world of work</td>
<td>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</td>
<td>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</td>
<td></td>
</tr>
</tbody>
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2. Bring your own device.
Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1
LEARNERS AT THE CENTRE
Learners with their whānau are at the centre of education
1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga, and support these by partnering with their families to design and deliver education that responds to their needs and sustains their identities, languages and cultures
3. Reduce barriers to education for all, including for Māori and Pacific learner/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

OBJECTIVE 2
BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner
6. Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rangatira Māori, a Network Plan, and reviewing funding rates
7. Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong partnerships with Whānau and education services
8. Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness
9. Developing professional learning resources based on the Tātaki: Cultural competencies framework for teachers of Pacific learners
10. Deliver Talanoa Ako programme to support Pacific families
11. Supporting the development of programmes and pathways for learning in Pacific languages

OBJECTIVE 3
QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau
12. Amend the Education Act to provide for Te Reo Māori in all schools
13. Implement Ka Hikitia and Te Marautanga o Aotearoa to reconnect and succeed in education path and COVID-19
14. Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau
15. Delivering Kaehehau Reo, the online hub for Rāngatira Māori resources, and the development of localised reo Māori curriculum resources through Te Aho Ngāhau
16. Amend the Education Act to require school boards to follow all reasonable steps to provide Te Reo Māori
17. Implement Ka Hikitia and develop skills and capacity in the education workforce
18. Work closely with Māori-medium leaders to invest in Māori-Medium pathways
19. Allocating $200 million to support Te Reo Māori to support the education workforce to integrate te reo Māori into the education system

OBJECTIVE 4
FUTURE OF LEARNING AND WORK
Learning that is relevant to the lives of New Zealanders today and throughout their lives
20. Expanding the delivery of Tātaki o te Moana, an educational leadership collaboration which seeks to develop the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners
1. Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners
2. Introducing mechanisms to improve school board of trustees and accountability, including mandatory training and a code of conduct
3. Advise on strengthening co-operative networks across the system, including any changes to Kāhui Ako

OBJECTIVE 5
WORLD CLASS INCLUSIVE PUBLIC EDUCATION
New Zealand education is trusted and sustainable
4. Enhancing the contribution of research and mātauranga Māori to addressing local and global challenges (TIES ONLY)
5. Support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers
6. Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment
7. Supporting learners/ākonga post-school through the School Leavers’ Toolkit
8. Taking vocational education pathways by awarding the Prime Minister’s Vocational Education Awards
The Tertiary Education Strategy (TES) sets out the Government’s current and medium-term priorities, and long term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. This TES has been developed following consultation in late 2019 with the tertiary education sector and other stakeholders on a draft TES set out in the Shaping a Stronger Education System with New Zealanders discussion document.

TEOs are required to describe in their proposed investment plans how they will give effect to the Government’s current and medium-term priorities as described in the TES. This means that TEOs should think about how they will reflect the TES priorities in their policies and practices, and inform TEC about this through their investment plans.

### Objective 1: Learners at the Centre
Learners with their whānau are at the centre of education

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<td>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of learning</td>
<td>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</td>
<td>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</td>
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<td>Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau</td>
<td>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</td>
<td>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</td>
<td>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</td>
<td>New Zealand education is trusted and sustainable</td>
</tr>
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<td>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</td>
<td>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</td>
<td>Develop educational pathways and learning opportunities that support learners/ākonga into the workforce</td>
<td>Support learners/ākonga to develop key capabilities and be more resilient learners</td>
<td>Education and Training Act 2020 to have regard for TES &amp; Tertiary Education Organisations’ (TEOs) investment plans, and determining and allocating the amount of funding to TEOs. The TEC also has a role in building the capability of TEOs as part of giving effect to the TES. In exercising its other functions, the TEC must have regard to the TES - this means that TEC’s activities outside of the investment planning process should be consistent with the priorities and direction set out in the TES.</td>
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<tr>
<td>Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health</td>
<td>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</td>
<td>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</td>
<td>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</td>
<td>The New Zealand Qualifications Agency (NZQA) is required by the Education and Training Act 2020 to have regard for the TES. This means that NZQA’s activities, including its quality assurance functions, should be consistent with the priorities and direction set out in the TES.</td>
</tr>
<tr>
<td>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga</td>
<td>Support learners/ākonga to develop relevant digital literacy skills that enable them to study online</td>
<td>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</td>
<td>Value diversity in your workforce and provide support to ensure learners/ākonga have ongoing opportunities to upskill and retrain throughout their lives</td>
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<td>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</td>
<td>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes</td>
<td>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</td>
<td>Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes</td>
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<td>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</td>
<td>Where possible, reduce non-recurring costs and take advantage of policies to reduce financial dependency on family and whānau</td>
<td>Ensure that the strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi</td>
<td>Collaborate and connect across disciplines and institutions to help solve local and global challenges</td>
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<td>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</td>
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<td>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</td>
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Implementation of the Tertiary Education Strategy (continued)

**OBJECTIVE 1**
LEARNERS AT THE CENTRE

1. Learners with their whānau are at the centre of education
   - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
   - Provide clear expectations in the Code of Practice for the pastoral care of domestic tertiary students and international students
   - Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments
   - Genuinely engage with learners/ākonga and their whānau

2. Learners with high aspirations for every learner/ākonga, and support them by partnering with their families and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
   - Invest in and support the development of programmes and pathways for learning in Pacific languages
   - Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga
   - Partner with TEOs to develop tools, guidance and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners/ākonga

3. Learners who experience barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
   - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
   - Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups
   - Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success
   - Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work
   - Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training
   - Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education

**OBJECTIVE 2**
BARRIER FREE ACCESS

4. Ensuring great education opportunities and outcomes are within reach for every learner
   - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
   - Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment
   - Support learners/ākonga to improve learner/ākonga pathways into higher levels of education and employment
   - Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE
   - Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training

**OBJECTIVE 3**
QUALITY TEACHING AND LEADERSHIP

5. Teaching and leadership make the difference for learners and their whānau
   - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
   - Invest in, develop and implement Māori-Medium pathways
   - Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training
   - Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English
   - Review funding rates for Māori language and mātauranga Māori in the tertiary sector

**OBJECTIVE 4**
FUTURE OF LEARNING AND WORK

6. Learning that is relevant to the lives of New Zealanders today and throughout their lives
   - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
   - Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring
   - Incentivise and support TEOs to develop and strengthen teaching capability and excellence
   - Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs
   - Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers

**OBJECTIVE 5**
WORLD CLASS INCLUSIVE PUBLIC EDUCATION

7. New Zealand education is trusted and sustainable
   - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
   - Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers
   - Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system
   - Review the tertiary education investment framework to introduce a stronger focus on work-integrated learning across a broader range of disciplines
   - Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service
   - Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/qualifications including recognition of prior learning

**OBJECTIVE 8**
ENHANCE THE CONTRIBUTION OF RESEARCH AND MĀTAURANGA MĀORI

8. Contributions to the Māori-led and mātauranga-informed solutions
   - Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English
   - Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs
   - Partner with wānanga to support their unique role in the tertiary education system
   - Support the advancement of Māori-led and mātauranga-informed solutions
   - Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector