

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

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.

OBJECTIVES	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>OBJECTIVE 5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>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</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

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

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

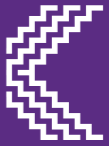
In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

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.

Implementation of the Tertiary Education Strategy



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.



The Tertiary Education Commission (TEC) is required by the Education and Training Act 2020 to give effect to the TES through the investment process. As part of this, the TEC is responsible for publishing guidance on the content and criteria for assessment of 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.

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.

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	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>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</p> <p>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</p> <p>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</p>	<p>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga</p> <p>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>	<p>Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training</p> <p>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes</p> <p>Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau</p> <p>Ensure that robust policies, plans and support are in place to support disabled learners/ākonga and neurodiverse learners/ākonga to succeed</p>	<p>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</p> <p>Support learners/ākonga to develop relevant digital literacy skills that enable them to study</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</p> <p>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement</p> <p>Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi</p>	<p>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities</p>	<p>Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace</p> <p>Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes</p> <p>Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives</p> <p>Support relevant skills for New Zealand's shift to a carbon-neutral economy</p>	<p>Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge</p> <p>Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges</p> <p>Collaborate and connect across disciplines and institutions to help solve local and global challenges</p>


Actions for Tertiary Education Organisations

Implementation of the Tertiary Education Strategy (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Provide clear expectations in the Codes of Practice for the pastoral care of domestic tertiary students and international students</p> <p>Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments</p> <p>Genuinely engage with learners/ākonga and value, listen to and consider their voices so that processes, practices and work in Government and TEOs genuinely reflect learner/ākonga needs</p>	<p>Invest in and support the development of programmes and pathways for learning in Pacific languages</p> <p>Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga</p> <p>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</p> <p>Empower learners/ākonga to have their voices heard</p> <p>Work with TEOs to implement innovative approaches that support learners'/ākonga success</p> <p>Strengthen Māori-medium pathways in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p>	<p>Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups</p> <p>Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success</p> <p>Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work</p> <p>Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training</p> <p>Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education</p> <p>Partner with Te Taumata Aronui, to respond to their recommendations and advice about how tertiary education can better meet the needs of ākonga Māori and communities</p>	<p>Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment</p> <p>Strengthen foundation education to improve learner/ākonga pathways into higher levels of education and employment</p> <p>Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE</p>	<p>Invest in, develop and implement Māori-Medium pathways</p> <p>Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training</p> <p>Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English</p> <p>Review funding rates for Māori language and mātauranga Māori in the tertiary sector</p>	<p>Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring</p> <p>Incentivise and support TEOs to develop and strengthen teaching capability and excellence</p> <p>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</p>	<p>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</p> <p>Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system</p> <p>Review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines</p> <p>Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service</p> <p>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</p>	<p>Partner with wānanga to support their unique role in the tertiary education system</p> <p>Support the advancement of Māori-led and mātauranga-informed solutions</p> <p>Support and develop the contribution of tertiary education organisations to the research system</p> <p>Develop and implement a Government response to the independent review of the Performance-Based Research Fund</p> <p>Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector</p>



Actions that Government is taking that support the implementation of the TES