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.

**Priorities**

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

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

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

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

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

6. **LEARNERS AT THE CENTRE**
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    - New Zealand education is trusted and sustainable

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) Standards. 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, including when developing or renewing their charters.

The TES is a statutory document that sets the direction for tertiary education. It includes economic, social, and environmental goals, and the development aspirations of Māori and other population groups. 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.
The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern licensed early learning services, including nga kōhanga reo, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside the service’s own local priorities, to help every learner/ākonga to progress and achieve their aspirations.

**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 whānau and communities 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 learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains 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
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

1. Make use of targeted Ministry of Education funding to reduce other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of early childhood education
2. Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau
3. 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
4. Support teachers/kaiako to build and realise their aspirations
5. Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning

**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

1. Provide opportunities for teachers/kaikōrē and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori and to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum
2. Identify gaps in teaching capability and identify opportunities for teachers/kaikōrē to develop and implement
3. Support teachers/kaikōrē to develop and implement
4. Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture
5. Develop teacher/kaiako, educators and staff to strengthen teaching, leadership and learning support
6. Develop teacher/kaiako, educators and staff to strengthen teaching, leadership and learning support

**FUTURE OF LEARNING AND WORK**

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

1. Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations
2. Involve learners/ākonga in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori
3. Work with whānau and Pacific families to identity and understand barriers that may prevent learners/ākonga from accessing and participating in early learning
4. Build on the language learning, literacy, and numeracy practices learners/ākonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child and their whānau bring to literacy education
5. Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations
6. Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of learners/ākonga using descriptive vocabulary, reading stories together, playing musical games or singing waiata to support their language development; and incorporate regular opportunities for learners/ākonga to explore symbols from their own and other cultures, including mathematical symbols
7. Provide consistency of teachers/kaikōrē, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing
Implementation of the Statement of National Education and Learning Priorities in licensed early learning services (continued)

<table>
<thead>
<tr>
<th>OBJECTIVE 1</th>
<th>OBJECTIVE 2</th>
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<td><strong>1. Support every learner and their family.</strong></td>
<td><strong>2. Barriers free access.</strong></td>
<td><strong>3. Quality teaching and leadership.</strong></td>
<td><strong>4. Future of learning and work.</strong></td>
<td><strong>5. World class inclusive public education.</strong></td>
</tr>
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<td>Ensure every learner and their family and whānau are supported.</td>
<td>Have high aspirations and expectations for every learner and their family and whānau.</td>
<td>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</td>
<td><strong>6.</strong> Collate with industries and employers to ensure learners and their families have the skills, knowledge, and pathways to succeed in work.</td>
<td><strong>7.</strong> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (IIE ONLY).</td>
</tr>
<tr>
<td><strong>1. Delivering Te Hurihanganui</strong> to address racism, strengthen equity and accelerate the educational achievement and wellbeing of Māori learners and their whānau. Implement the actions committed to in the Action Plan for Pacific Education.</td>
<td><strong>2.</strong> Allocating $50 million to provide immediate support for any learning, social and emotional, mental, behavioural or other wellbeing issues for learners and their whānau, and Pacific learners’ and their whānau.</td>
<td><strong>3.</strong> Allocating $100 million to support Kaahenga Reo and revitalise te reo Māori.</td>
<td><strong>4.</strong> Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice.</td>
<td><strong>5.</strong> Begin initial work to co-construct a range of tools to help early learning kāko to understand and respond to children’s progress.</td>
</tr>
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<td><strong>3.</strong> Providing professional learning and development (PLD) guidance and support to strengthen the governance and management of Pacific early learning centres.</td>
<td><strong>4.</strong> Strengthening the delivery of te reo Māori in Education, including support for the education workforce, resource development, and information for learners and their whānau.</td>
<td><strong>5.</strong> Developing tools to support kāko to understand and respond to children’s progress.</td>
<td><strong>6.</strong> Increasing qualification requirements for home-based educators, and the re-introduction of the 100% certificated funding band, in early childhood education and care.</td>
<td><strong>7.</strong> Allocating funding for ECE pay increases.</td>
</tr>
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<td><strong>5.</strong> Delivering Kauwhata Reo, the online hub for te reo Māori resources, and information for learners and their whānau.</td>
<td><strong>6.</strong> Providing professional learning and development (PLD) guidance and support to strengthen the governance and management of Pacific early learning centres.</td>
<td><strong>7.</strong> Implementing Kaikōtā and develop skills and capacity in the education workforce.</td>
<td><strong>8.</strong> Reinstalling the 100% certificated teacher funding band from 1 January 2023.</td>
<td><strong>9.</strong> Developing an oral language resource to support early learning kāko to enhance children’s oral language learning and development.</td>
</tr>
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