

# 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.

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



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 ngā 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.



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.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></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><b>3</b></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><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>		
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>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</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</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>Make use of targeted Ministry of Education funding to reduce parental fees and help address 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</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported</p> <p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning</p>	<p>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</p> <p>Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of learners/ākonga using descriptive vocabulary, reading stories together, playing verbal 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</p> <p>Provide consistency of teachers/kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum</p> <p>Talk 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</p>
			<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako, educators and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>No actions for early learning services</p>

Actions for early learning services

# Implementation of the Statement of National Education and Learning Priorities in licensed early learning services (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable			
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></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><b>3</b></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><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Delivering Te Hurihanganui to address racism, strengthen equity and accelerate the educational achievement and wellbeing of Māori learners/ākonga and their whānau</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Allocating \$50 million to provide immediate support for any learning, social and emotional, mental, behavioural or other wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui</p> <p>Support education services to develop their capability to engage with Māori learners/ākonga and whānau in partnership</p> <p>Deliver Talanoa Ako programme to support Pacific families</p> <p>Developing professional learning resources based on the Tapasā: Cultural competencies framework for teachers of Pacific learners</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Developing tools for rich records of learning which are collaboratively generated with learners/ākonga and their families/whānau to capture aspirations, strengths and learning progress</p>	<p>Support places of learning to build their capability to identify and understand learner/ākonga needs and barriers to success</p> <p>Funding innovative Pacific education initiatives designed and/or delivered by educators, and education providers that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and to support them to maintain strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive.</p> <p>Reviewing equity A and B and targeted funding for disadvantage in ECE</p> <p>Strengthen early identification of learning support needs through the development of screening tools</p> <p>Reduce waiting times for existing early interventions and Improving early intervention for young children and their family and whānau</p>	<p>Developing tools to support kaiako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</p>	<p>Allocating \$100 million to support Kōhanga Reo and revitalise te reo Māori</p> <p>Allocating \$200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</p> <p>Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahu</p> <p>Implement Ka Hikitia and develop skills and capacity in the education workforce</p>	<p>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Providing professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres</p> <p>Extend the PELP (Pacific Early Literacy Projects) and realm languages projects into early learning services to help teachers and families grow Pasifika children's language and early literacy capabilities</p> <p>Increasing qualification requirements for home-based educators, and the re-introduction of the 100% certificated funding band, in early childhood education</p> <p>Allocating funding for ECE pay increases</p> <p>Reinstating the 100% certificated teacher funding band from 1 January 2021</p> <p>Developing an oral language resource to support early learning kaiako to enhance children's oral language learning and development.</p>	<p>Begin initial work to co-construct a range of tools to help early learning kaiako to understand and respond to children's progress</p>	


**Actions Government is taking that support the implementation of the NELP in early learning services**