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

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.

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.

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 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 2021 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.

### Learners at the Centre

<table>
<thead>
<tr>
<th>Objective 1</th>
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<tr>
<td><strong>LEARNERS AT THE CENTRE</strong></td>
<td><strong>BARRIER FREE ACCESS</strong></td>
<td><strong>QUALITY TEACHING AND LEADERSHIP</strong></td>
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<td>Learners with their whānau are at the centre of education</td>
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1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
   - Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours
   - Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying
   - Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are included, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

2. 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 sustain their identities, languages and cultures
   - Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations
   - Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau
   - Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations
   - Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori
   - Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
   - 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
   - Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective
   - Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
   - Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills
   - Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists
   - Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
   - Seek advice from Māori on how best to include tikanga Māori in addresses, local and global challenges (TES ONLY)

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
   - Develop teacher/kaiako to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
   - Help staff to build confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches
   - Expect and support teachers/kaikō to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

### Future of Learning and Work

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7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
   - Support learners/ākonga to see the connection between what they’re learning and the world of work
   - Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women
   - Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

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 schools and kura (continued)

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Delivering Te Huihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing

Implement the actions committed to in the Action Plan for Pacific Education

Investing in and supporting the development of programmes and pathways for learning in Pacific languages

 Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura

 Introduce a mandatory code of conduct for boards of schools and kura to support good governance

 Providing tools and guidance, such as Not Part Of My World toolkit, to confront and eliminate racism

 Refining the Relationship and Sexual Education Guidelines in the New Zealand Curriculum

 Investing $78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākonga

 Allocating $50 million to provide immediate support for wellbeing services for learners and kura in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships

 Working with Nautela to provide the Nautela Schools Programme

 Supporting the Keep It Real Online multimedia campaign

 Providing resources for teachers/ ākonga through the Respectful Relationships toolkit

 Establishing Curriculum leads to support early learning, learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ ākonga wellbeing

 Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Marautanga

 Implementing Toiwarurau to develop local education initiatives with reo, and Pae Anoia to support great partnerships between whānau and education services

 Deliver locally focused PLD priorities, with a focus on cultural capabilities, inclusion and critical consciousness

 Developing professional learning resources based on the Taapakia Cultural competency framework for teachers of Pacific learners

 Deliver Talanoa Ako programme to support Pacific families

 Supporting the development of programmes and pathways for learning in Pacific languages

 Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives

 Developing tools for rich records of learning, to capture aspirations, strengths and learning progress

 Developing a national learning support network plan to support learners/ākonga with additional needs in transition in education

 Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau

 Updating the National Curriculum so Aotearoa New Zealand histories will be taught in all schools and kura

 Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum

 Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19

 Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers

 Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive

 Amend the Education Act to provide for the establishment of disputes resolution panels

 Amend the Education Act to shift responsibility for the development and coordination of enrolement schemes to the Ministry of Education

 School Donations Scheme

 Fees-free NCEA

 School Lunch programme

 Free access to sanitary products

 School Property Strategy 2020

 Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SEE) guidelines

 Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model

 Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga

 NCEA change: Special Assessment Conditions

 Support development secondary/har tany pathways, achievement, and transition to employment

 Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rangatiratanga Māori, a Network Plan, and reviewing funding ratios.

 Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa

 Developing tools to support kaupapa and teachers’ understanding of children’s learning progress, including for early learning, school and kura entry assessment, and socio-emotional learning along the pathways

 Supporting implementation of the digital technologies/hangarau matihiko curriculum

 Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance

 Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways

 Allocating $200 million to support ōkānga Māori and whānau to respond and succeed in education post-COVID-19 and strengthen the integration of te reo Māori into all students’ learning

 Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau

 Delivering Kaupapa Reo, the online hub for reo Māori resources, and the development of localised reo Māori curriculum resource through Te Aho Ngakau

 Amend the Education Act to require school boards to follow all reasonable steps to provide Te Reo Māori

 Implement Ka Hikitia and develop skills and capacity in the education workforce

 Work closely with Māori-medium learners to ensure Māori-medium pathways

 Strengthen how Te Marautanga o Aotearoa reflects its unconditional approach to education while continuing to reflect what Māori ākonga deem to be important for their children and young people

 Implement the NCEA Change Package to support pathways for mātauranga Māori and increasing opportunities to follow Māori-medium pathways

 Extending Te Aho o te reo Māori to support the education workforce to integrate te reo Māori into their professional practice

 Expanding the delivery of Tautila o te Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākonga

 Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners/ākonga

 Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct

 Advice on strengthening collaborative networks across the system, including any changes to Kaihāiko

 Enabling principal eligibility criteria

 Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand

 Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system

 Providing funding for teacher aides to access professional learning

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 disemployed workers

Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment

Supporting learners/ākonga post-school through the School Leavers Toolkit

Vaking vocational education pathways by awarding the Prime Minister’s Vocational Education Awards

Enhance the contribution of research and mātauranga Māori to address local and global challenges (TES ONLY)