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.

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.

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

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

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

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

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

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

QUALITY TEACHING AND LEADERSHIP
Quality 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

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

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

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

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

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

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.

* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.

Why are these priorities important?