

# 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>
-------------------	---	--	--	--	--

<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) Licensing Criteria (currently being updated to include the NELP). School boards of trustees 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.