

## Cabinet Paper material

### Proactive release

Minister & portfolio Hon Chris Hipkins, Minister of Education  
Name of package Shaping a Stronger Education System with New Zealanders – Finalising the NELP and TES  
Date considered 10 August 2020

#### These documents have been proactively released:

**Cabinet paper: Shaping a Stronger Education System with New Zealanders: Finalising the NELP and TES**

10 August 2020

Ministry of Education

**Appendix A The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)**

10 August 2020

Ministry of Education

**Appendix B: Feedback from Consultation**

10 August 2020

Ministry of Education

**SWC-20-MIN-0130 Minute**

10 August 2020

Cabinet Office

**CAB-20-MIN-0376 Report of the Cabinet Social Wellbeing Committee Minute**

10 August 2020

Cabinet Office

#### Material redacted

Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:

Some deletions have been made from the documents as the information withheld does not fall within scope of this proactive release.

You can read the Official Information Act 1982 here:

<http://legislation.govt.nz/act/public/1982/0156/latest/DLM64785.html>

**In Confidence**

Office of the Minister of Education

Cabinet Social Wellbeing Committee

**Shaping a Stronger Education System with New Zealanders – Finalising the NELP and TES**

**Proposal**

- 1 This paper seeks agreement to finalising and publishing the Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES).

**Relation to government priorities**

- 2 The Labour-New Zealand First Coalition Agreement includes a commitment to develop a 30 year strategic plan for New Zealand education. This 30 year approach has been developed with all New Zealanders, and focuses on children, young people and adults as lifelong learners.
- 3 The vision, objectives and proposed priorities (as set out in the NELP and TES) deliver on that agreement. They have come out of the collective work across the Education Work Programme, New Zealanders' generosity in participating in Kōrero Mātauranga, and dedicated consultation on the draft strategies.
- 4 Education will play a critical role in New Zealand's economic recovery following the COVID-19 pandemic. While meeting increased demands from many directions, the education system will need to be robust enough to ensure that education and employment needs are met, and provide opportunities for people affected by labour market disruption, and for young people who will face a more difficult start to their working lives.

**Executive Summary**

- 5 The NELP and TES are important strategic levers in the overall Education Work Programme. The document attached as Appendix A sets out the priorities I am proposing for the NELP and TES, along with more detail on the actions I expect places of learning to take in implementing these priorities, and what government is doing to support them. ('Places of learning' is a general term, encompassing early learning services me ngā kōhanga reo, schools and kura, and tertiary education organisations, including workplace learning environments.)
- 6 The image on page 1 of Appendix A illustrates how the NELP and TES, as statutory documents issued under our new Education and Training Act, relate to other key strategy documents that are part of the work programme.
- 7 I consulted on the NELP and TES priorities late in 2019. Having considered the feedback from that consultation and our COVID-19 experience, I now intend to make

and Gazette a final set of priorities. These priorities are summarised on page 3 of Appendix A.

- 8 Our response to the pandemic, particularly the seven-week closure of all education facilities, highlighted many of the equity issues that exist within the education system. What we have learned during the response to COVID-19, and what we have heard from learners/ākonga about their experiences during this time, have reinforced the importance of the issues addressed by the NELP and TES priorities I am now proposing.
- 9 Now, more than ever, it is important that the education system sharpens its focus on equity. Māori and Pacific learners/ākonga, those from diverse ethnic communities, disabled people, and people from disadvantaged backgrounds already experience or risk poorer education and employment outcomes, and are likely to be disproportionately affected by the labour market impacts of COVID-19. It is critical that our education system supports their success, and New Zealand's economic recovery.
- 10 I am therefore seeking Cabinet's endorsement of the priorities set out on page 3 of Appendix A for the Statement of National Education and Learning Priorities and the Tertiary Education Strategy.
- 11 The table on page 7 of Appendix A indicates where individual parts of the education work programme have actions or commitments that support these priorities. The tables on pages 8 to 13 of Appendix A set out, for the early learning, schooling and tertiary education sectors, the actions that I expect places of learning to take, as part of their implementation of the NELP and TES.

## Background

- 12 The NELP expresses the Government's priorities for those who govern schools (state, state integrated and private), kura, early learning services and ngā kōhanga reo.
- 13 The TES expresses the Government's priorities for tertiary education and training. It is the main driver for the Tertiary Education Commission's (TEC) investment of \$3 billion each year. Giving effect to the TES is TEC's primary focus in making investment decisions, its ongoing engagement with tertiary education organisations (TEOs), and assessing how the system and individual TEOs are performing. The TES is also a central consideration in shaping TEC's career information and advice services for learners/ākonga.
- 14 In September 2019, the Cabinet Social Wellbeing Committee agreed to a whole-of-system approach to strategy setting across our education portfolio and system [SWC-19-Min-0129 refers].
- 15 We presented this approach to New Zealanders in our discussion document, *Shaping a Stronger Education System with New Zealanders*, which was shaped by what New Zealanders had told us so far about what was important to them for education. I was about to report to Cabinet on the outcomes of that consultation when COVID-19 intervened.
- 16 A short summary of the consultation feedback is attached as Appendix B.

## Contributing to the Education Work Programme

- 17 Learners/ākonga change and grow as they move through the education and training system. We are aiming to strengthen the education system by designing a system that listens to learners/ākonga, adapts to their needs whatever their age or stage of learning, and empowers them to achieve their aspirations.
- 18 The NELP and TES are important strategic levers within the Government's overall Education Work Programme. As statutory documents, they are vital in directing government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver better outcomes for all learners/ākonga.
- 19 Their success relies on close inter-connectivity with the other parts of the education work programme. The ambitions of the key initiatives in the work programme, such as Ka Hikitia, the Action Plan for Pacific Education, the Learning Support Action Plan, and the Reform of Vocational Education, are interwoven with the strategic focus of the NELP and TES as shown in the image on page 1 of Appendix A.

## Responding to our COVID-19 experience

- 20 I have carefully considered the draft priorities and the feedback on them in the wake of the COVID-19 pandemic. What we know so far about the experience of learners/ākonga during COVID-19 underlines the importance of addressing the equity issues present in every part of our education system, from early childhood through to tertiary education and training.
- 21 The Education Review Office (ERO) report: *The learnings from the COVID-19 education experience*, shows that there is more to do to help educators support learning beyond the school boundaries, and that access to technology to support learning is inequitably spread across learners/ākonga and their households. The research also indicated there are potential benefits from providing a range of delivery models for teaching and learning that can meet the needs of diverse learners/ākonga.
- 22 Surveys of the experiences of Māori and Pacific school-age learners/ākonga and their families and whānau highlight the importance of relationships to build powerful home-school partnerships. This was also echoed by disabled learners/ākonga during this time. These partnerships recognise that learning is a reciprocal process that involves both teachers and families and whānau.
- 23 We already have a range of evidence that indicates there is variability in the quality of curriculum and course content, teaching and learning across the education system, impacting on student wellbeing, engagement, progress, achievement and post-school outcomes. The experience of suddenly shifting to distance learning as part of the COVID-19 response highlighted this variability.
- 24 The COVID-19 labour market disruption makes it more critical that our system supports success for a greater range of learners/ākonga, and creates a clear pathway from education into employment – for children and young people considering their future career options, adult learners, those upskilling or retraining following the pandemic, as well as those starting out on their careers.



- 25 The priorities set out in the NELP and TES articulate what our education system needs to focus on, across all sectors, to achieve these goals and support our COVID recovery.

### Finalising the NELP and TES priorities

- 26 Given the generally positive response to a cross-sector approach, I have set priorities that are joint across the NELP and TES, with one exception. This recognises that many needs are consistent throughout early childhood education, schooling and tertiary education. The new priorities set out the issues that all education providers could think about in their strategic planning, and reduce unnecessary duplication of priorities by applying a common approach.
- 27 The new priorities are set out below, aligned to the strategic objectives they support:

<b>Objective one: Learners at the centre – learners with their whānau are at the centre of education</b>	
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
<b>Objective two: Barrier free access – great education opportunities and outcomes are within reach for every learner</b>	
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 sound foundation skills, including language, literacy and numeracy
<b>Objective three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau</b>	
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
<b>Objective four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</b>	
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<b>Objective five: World class inclusive public education – New Zealand education is trusted and sustainable</b>	

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

### *Government*

- 28 Government has an important role in creating the conditions for success, to ensure that the early childhood, schooling and tertiary education and training sectors can realise the ambitions set out in the NELP and TES priorities.
- 29 Since 2017 we have implemented an ambitious work programme for the education system, including reviewing Tomorrow's Schools, reviewing Vocational Education, developing new versions of Ka Hikitia, the Action Plan for Pacific Education and the Learning Support Action Plan.
- 30 The new Education and Training Act will transform the education system by presenting a clearer legal framework through which to aim for educational success for all learners/ākonga.
- 31 Education agencies are working collaboratively to develop policy settings that create the conditions for success, we have invested in the capacity of both ERO and the TEC to support the system, and we have begun to strengthen the Ministry of Education through the Budget 2020 Wellbeing Package for education.
- 32 The table on page 7 of Appendix A sets out the alignment between the NELP and TES priorities with the actions Government is taking through the education work programme. The tables on pages 8 to 13 of Appendix A set out the sector-actions I expect places of learning to take in implementing the NELP and TES priorities, and the actions this Government is taking that will support them to do this.

### *Places of learning*

- 33 Much of the power for educational change sits with places of learning, working in partnership with their students and local communities. Places of learning should seek to embed the priorities of the NELP or TES into their everyday practices.
- 34 Achieving a real shift in outcomes for learners/ākonga will require places of learning to think about their policies, practices, staff development and partnerships with learners/ākonga and communities. To support the range of action that will be necessary, I have developed a list of the actions and approaches that places of learning should adopt, as part of their implementation of the NELP and TES.

### *Measuring success*

- 35 We will produce a set of system level indicators to monitor the effects of the NELP and TES. Where possible, we will align the indicators and reporting for both strategies. However, we recognise that in some areas this may not be possible due to the differences between the early learning, schooling and tertiary sectors.
- 36 Places of learning will be invited to assess and track their successes through a self-evaluation tool, which officials will work with the sector to develop. As much as

possible, existing self-assessment or self-evaluation tools will be amended to support assessment against the NELP or TES priorities.

*Self-evaluation tool – NELP*

- 37 The aim is for the new tool to be ready in time to support the development of schools' strategic plans as part of the new planning and reporting framework, now expected to be in place from the start of 2023. I have asked Education Review Office (ERO) officials to consult the sector on the framework for the tool in the first half of 2021, aiming to have the tool ready by October 2021.
- 38 The Education Review Office already has a well-developed self-review process for both schools and early learning services. I have asked ERO to ensure that the NELP self-review tool works seamlessly with that process, rather than duplicating it.
- 39 The ERO Evaluation Indicators for school evaluation are organised around student outcome indicators, and six domains of process indicators:
- 39.1 stewardship
  - 39.2 leadership for equity and excellence
  - 39.3 educationally powerful connections and relationships
  - 39.4 responsive curriculum, effective teaching and opportunity to learn
  - 39.5 professional capability and collective capacity
  - 39.6 evaluation, inquiry and knowledge building for improvement and innovation.
- 40 Many of the indicators provided under each of these domains would also work as indicators that schools, kura, and early learning services could use for self-review against the NELP priorities. Accordingly, I have asked ERO officials to adapt the existing self-review indicators to include questions to help schools, kura, and early learning services evaluate their progress in relation to the NELP priorities and actions as part of the existing self-review process.

*Self-evaluation tool – TES*

- 41 In tertiary education, the TES is the main focus of the TEC's annual investment process. The assessment, decision-making, and monitoring the TEC undertakes, is based on how well a tertiary organisation contributes to achieving the priorities and outcomes in the TES.
- 42 Tertiary education organisations are required to demonstrate how they will contribute towards achieving the priorities in the TES in their investment plans, and to make specific commitments to shifts in provision and performance that will support this. They are required to report back on their progress in achieving Investment Plan commitments in their annual reports.
- 43 TEOs are already supported to self-assess in a number of ways. The New Zealand Qualifications Authority asks TEOs to self-assess as part of their External Evaluation and Review Process and the TEC provides a range of tools to enable

TEOs to understand their own performance in the context of the whole sector, so that they can assess how they are tracking against education performance indicators.

- 44 The TEC also developed a self-diagnostic tool as part of a piloted learner success framework that uses a strengths based approach to increase TEOs' capability and understanding of learners/ākonga.
- 45 Further work will be done on the governance and design of a monitoring and evaluation system, in partnership with government agencies, iwi, employers and the relevant places of learning.

### **Financial Implications**

- 46 There are no direct financial implications associated with this paper. Places of learning will incorporate these priorities into their existing day-to-day strategy, planning and work.
- 47 The NELP and TES are multi-year strategies so it is possible that there may be future funding implications associated with government policies or programmes that give effect to the NELP and TES. If future funding is required, it will be sought through the appropriate budget process.

### **Legislative, Regulatory and Climate Implications**

- 48 There are no legislative implications arising from this paper. A Regulatory Impact Statement and a Climate Implications Policy Assessment are not required.

### **Population Implications**

- 49 There is clear evidence, as noted above, that our education system does not perform well for many groups, and many learners/ākonga from a variety of backgrounds experience inequitable education opportunities and outcomes. Addressing these equity issues is a key focus of the NELP and TES priorities proposed in this paper.
- 50 The priorities and associated actions are specifically aimed at improving the wellbeing and education outcomes of ākonga Māori, Pacific learners/ākonga, learners/ākonga from diverse ethnic communities, disabled learners/ākonga, those with learning support needs, learners/ākonga from the LGBTQIA+ community, and those with diverse needs and experiences. The priorities will also help to encourage girls and women to pursue subjects and careers that are not traditional pathways for them.

### **Human Rights**

- 51 The proposals in this paper are consistent with the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.
- 52 The priorities reflect and are consistent with New Zealand's commitments under the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of Persons with Disabilities, and the United Nations Declaration on the Rights of Indigenous Peoples.

### Consultation

- 53 The Department for the Prime Minister and Cabinet, State Services Commission, Department of Corrections, Department of Internal Affairs and the Office of Ethnic Communities, Education Review Office, Oranga Tamariki – Ministry for Children, Ministry for Pacific Peoples, Ministry for Women, Ministry of Business, Innovation and Employment, Ministry of Health, and the Office for Disability Issues, New Zealand Qualifications Authority, Tertiary Education Commission, Office of the Children's Commissioner, Treasury, Human Rights Commission, Ministry of Justice, Ministry for Culture and Heritage, Ministry of Social Development, Ministry of Youth Development, Te Arawhiti – Office for Māori Crown Relations, Te Puni Kōkiri, and Education New Zealand have been consulted on this paper.

### Communications

- 54 Following Cabinet approval, I intend to issue a media statement and publish the NELP and TES on the Ministry of Education website.
- 55 The NELP and TES priorities will be published by notice in the Gazette at this time.
- 56 I seek agreement from Cabinet to make minor changes to the NELP and TES prior to publication (recommendation 5 refers).

### Proactive Release

- 57 I intend to proactively release this paper within 30 days of decisions being confirmed by Cabinet, subject to redactions as appropriate under the Official Information Act 1982.

## Recommendations

58 The Minister of Education recommends that the Cabinet Social Wellbeing Committee:

- 1 **note** that in September 2019, Cabinet approved the discussion document *Shaping a Stronger Education System with New Zealanders*, which included the draft Statement of National Education and Learning Priorities and Tertiary Education Strategy [SWC-19-SUB-0120 refers]
- 2 **note** that from September – November 2019, officials undertook a broad-based consultation on the draft NELP and TES, supported by this document, and that the findings from this process are summarised as Appendix B
- 3 **endorse** the following revised priorities for the Statement of National Education and Learning Priorities and Tertiary Education Strategy which I propose to Gazette:

<b>Objective one: Learners at the centre – learners with their whānau are at the centre of education</b>	
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
<b>Objective two: Barrier free access – great education opportunities and outcomes are within reach for every learner</b>	
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 sound foundation skills, including language, literacy and numeracy
<b>Objective three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau</b>	
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
<b>Objective four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</b>	
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Objective five: World class inclusive public education – New Zealand education is trusted and sustainable	
8	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

- 4 **endorse** the document attached as Appendix A, which sets out these priorities and the actions that places of learning are expected to take in implementing these priorities
- 5 **invite** the Minister of Education to make any minor changes he considers necessary in finalising this document for publication.

Authorised for lodgement

Hon Chris Hipkins

Minister of Education





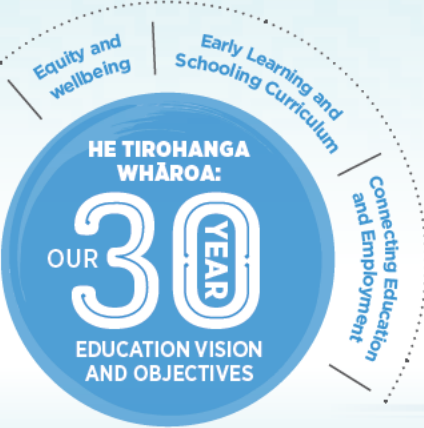
# The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)



# Education Work Programme

This picture illustrates how we are developing an education system that meets the needs of the 21st century from early learning, through tertiary education, supported by five objectives for education.

The waka hourua is our education system and the groups who have a key role in it – it encompasses early learning, schooling, and tertiary education and training. Learners/ākonga are at the centre of our education system and are steering the waka with their whānau. The sails, woven from the NELP and TES, and other key parts of the Education Work Programme, help to set direction and make the waka go faster towards the desired destination – the vision of Te Pae Tāwhiti.



## VISION FOR EDUCATION

**Whakamaua te pae tata kia tina –  
Take hold of your potential so it  
becomes your reality...**

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

**Whaia te pae tawhiti kia tata –  
Explore beyond the distant horizon  
and draw it near!**

## OBJECTIVES FOR EDUCATION

### Learners at the centre

Learners with their whānau are at the centre of education.

### Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

### Quality Teaching and Leadership

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

### Future of Learning and Work

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

### World class Inclusive Public Education

New Zealand education is trusted and sustainable.

# Objectives for education

Thousands of New Zealanders told us what they thought about education in New Zealand. Based on that, the Government adopted its vision and strategic objectives for education. These have been used to guide the education work undertaken by the Government.

The NELP and TES priorities aim to help the education system achieve these objectives. In this document, each priority is placed with the objective that it will most support.



OBJECTIVE  
**1**

## LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

Every learner/ākonga and their family and whānau should be free from racist behaviour by individuals, and from broader institutional practices that embed racism. All forms of bullying – physical, verbal, social, and cyber – and all forms of racism and harassment need to be eliminated.

Learners/ākonga, whānau, families and their communities should be encouraged and supported to be informed and demanding partners in education who can exercise agency and authority. Their voices need to be sought out and listened to.

Wellbeing is fundamentally entwined with learning, and needs to be a goal through all parts of our education system.

OBJECTIVE  
**2**

## BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

Education must be available to, and deliver for, all. Barriers that stop learners/ākonga from fully participating in education, including financial and physical barriers, need to be reduced, so all learners/ākonga have access to equitable opportunities and outcomes.

The education system must be inclusive and value the diversity and unique contributions of learners/ākonga from all backgrounds, so all learners/ākonga feel embraced and that they belong.

OBJECTIVE  
**3**

## QUALITY TEACHING AND LEADERSHIP

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

We need teachers/kaiako to adopt the practices that make the most positive difference for learners/ākonga. Diverse, highly skilled and motivated teachers/kaiako are critical to meeting the needs and aspirations of all learners/ākonga.

Quality leadership must be developed at all levels of the system to lead positive change, and enhance quality day-to-day teaching and learning.

OBJECTIVE  
**4**

## FUTURE OF LEARNING AND WORK

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

Learners/ākonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. This includes all learning from early childhood education through school, to tertiary education. Citizenship, pathways to employment, and lifelong learning are important parts of this.

For Māori learners, this means acquiring the skills to participate in te ao Māori, New Zealand society and the global context.

OBJECTIVE  
**5**

## WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

The education system needs to be high trust. It must be adaptive and respond to the needs of all learners/ākonga and our changing world. Some parts of our system need to be strengthened, while other parts need more fundamental reform.

New Zealand's education and research must be internationally respected, and support effective Māori-Crown relationships.



# 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.



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 (the overarching priority and priorities 1-7) and the TES (the overarching priority and priorities 1-8).

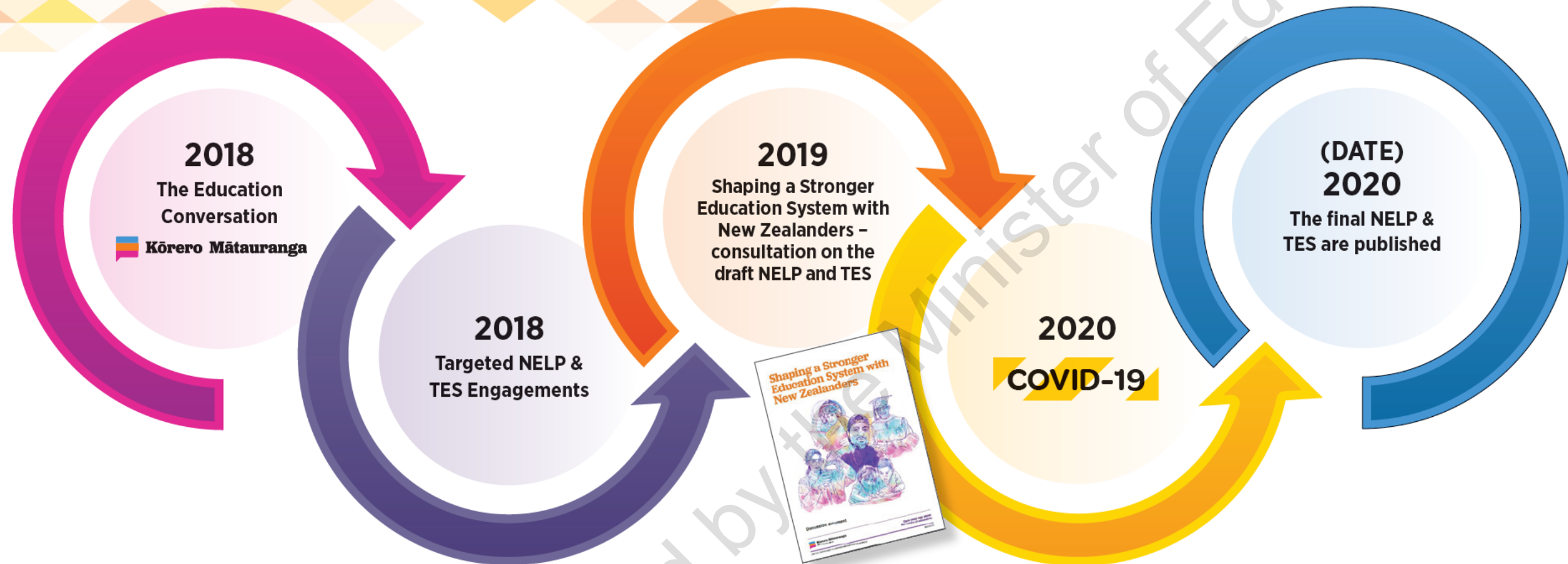
Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services will be required to have regard to the NELP as part of the Governance, Management and Administration (GMA) requirements (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.

## How these priorities were developed



In 2018 the Minister of Education started a series of education conversations to inform the Education Work Programme

Through the Kōrero Mātauranga, we spoke to thousands of New Zealanders about their experiences of education, and how we could build the world's best education and training system for New Zealand

In late 2018 and early 2019, the Ministry of Education engaged with a wide range of learners/ākonga and sector representatives

We spoke with diverse learners/ākonga of all ages from backgrounds we don't often hear from and struggle to engage with, whose needs are often not well met by the education sector.

We heard about their experiences of early learning and schooling, about the barriers they face to participation, and what could be done to improve education in New Zealand.

We also received a lot of feedback about people's experiences of the tertiary education and training system, and what the TES could change.

What we hear during these engagements, and a set of evidence briefs developed by the Ministry about what supports quality teaching and learning, are used to inform the draft NELP and TES priorities.

In late 2019 the Ministry undertook broad consultation on the proposed set of NELP and TES priorities.

We held more than 70 community and sector group hui, and ran two online surveys. We wanted to ensure a wide range of New Zealanders were able to share their views about what matters in education.

We asked what people thought of the proposed priorities, whether they would make real change in the education and training system, and whether there was anything missing.

What we heard during this consultation was used to develop the final NELP and TES.

In March 2020 the COVID-19 pandemic hit New Zealand.

The Government's response to the pandemic, particularly the seven-week closure of all education facilities, highlighted many of the equity issues that exist within the education and training system.

What we have learned during the response to COVID-19, and what we have heard from learners about their experiences during this time, has reinforced the importance of the issues addressed by the NELP and TES priorities in this document.

The NELP and TES are published with one coherent set of priorities based on what we heard from New Zealanders during the last three years. They set the direction for the whole of the education system for the next five years and beyond.

Links to the evidence briefs and summaries of the engagements undertaken to inform the NELP and TES priorities can be found here: <https://conversation.education.govt.nz>



# Why are these priorities important?



The priorities form both the NELP and the TES and signal what is needed across the education system to improve outcomes for learners. They set the direction for education providers and learners.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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  * oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
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.	Learners/ākonga can face a variety of barriers which can limit their participation in education and training and limit their outcomes. It is important that support for learners/ākonga continues to improve, and that physical, access, support and financial barriers are acknowledged and reduced so that learners/ākonga are supported to fully exercise their right to education. This is particularly important for Pacific learners/ākonga, disabled learners/ākonga, those with learning support needs and those from disadvantaged backgrounds, who often face additional barriers to accessing education.	Foundation skills play a fundamental role in a person's lifelong development. They equip learners/ākonga with the knowledge and skills needed for further learning, employment, and help them to fully participate in their local and global communities. Learners/ākonga must be able to gain and develop language, literacy and numeracy skills, key competencies, and digital literacy to support positive education outcomes, and future employment opportunities. The Adult and Community Education sector has a valuable role to play in supporting development of foundation skills for adult learners/ākonga.	Te reo Māori (the Māori language) and tikanga Māori (Māori values, practices, procedures, customs, manners and protocols) are essential components of the heritage of New Zealand. They are central to Māori identity, language and culture, and integral to the identity of all New Zealanders. They should be embraced, supported and strengthened. By learning te reo Māori and becoming increasingly familiar with tikanga, Māori students strengthen their identities and are able to actively participate in Te Ao Māori, and non-Māori learners/ākonga work towards shared cultural understandings.	Quality teaching and leadership puts in place the things that make the most positive difference for learners/ākonga. It is critical that we invest in diverse, highly skilled and motivated educators across the education and training system to meet the needs and future aspirations of all learners/ākonga. To respond effectively to the diverse and changing needs of learners/ākonga, and to understand and use emerging evidence about effective practice, educators and leaders in every place of learning need to continue to learn themselves.	New Zealand needs an education and training system that prepares learners/ākonga for a changing world and the future of work. It must be able to deliver the skills that learners/ākonga, employers and communities need to thrive. Education needs to provide learners/ākonga with skills to succeed early on, and ensure people can upskill and retrain throughout their lives, particularly as the economy and technology change.	Research, science and associated expertise have an integral role in ensuring the wellbeing of all New Zealanders. There is a continued and growing need for world-class research, mātauranga and innovation that informs solutions to new and enduring local and global challenges, including as we recover from the longer term economic, social and health impacts of COVID-19. This is vital to creating highly productive, high value-add, and zero carbon economic activity, providing solutions to complex social problems, and opening up new frontiers of knowledge, skills and ways of thinking into the future.

# What will good look like?



These priorities aim to improve outcomes for all learners/ākonga across the education system; in early learning, schooling and tertiary education and training.

When the NELP and TES priorities are given effect across the education system, learners/ākonga in all parts of their education journey should experience a better, more responsive education.


OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying		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		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	
* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.		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		Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	
Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)							
WHAT GOOD LOOKS LIKE:		WHAT GOOD LOOKS LIKE:		WHAT GOOD LOOKS LIKE:		WHAT GOOD LOOKS LIKE:	
Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiako and staff		Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities		Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori		Teaching and learning focuses and responds more closely to workplace needs	
Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations		High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated		Leaders, teachers/kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies		Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and bias that may narrow their choices	
All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+ <sup>1</sup> are welcomed, supported, valued and listened to		Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment		Learners/ākonga have opportunities to learn, and learn in, te reo Māori		A more active careers service supports clearer learning and employment pathways	
		Education and training pathways are available for and deliver equitably for all learners/ākonga		A commitment to Te Tiriti   the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing		People can upskill and retrain throughout their lives and gain skills that are relevant for employment	
		Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga		Māori identity, language and culture are incorporated into teaching, learning and pastoral care		Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers	



The NELP and the TES are two of the key strategic components that will help to ensure the education system meets the needs of all learners/ākonga in Aotearoa New Zealand, no matter who they are or where they come from.

There is clear alignment between the NELP and TES and the main initiatives that Government is undertaking through the education work programme.

This matrix shows where key initiatives of the education work programme have specific actions or commitments announced or already in place that will support places of learning in implementing the NELP and TES priorities and associated actions.

 <b>EDUCATION WORK PROGRAMME ITEMS</b>	OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
	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 sound 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	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Raising achievement for Māori learners	✓	✓	✓		✓	✓		✓
Raising achievement for Pacific learners	✓	✓	✓			✓		
Early Learning Action Plan			✓			✓	✓	
Reform of the Tomorrow's Schools system	✓	✓	✓	✓	✓	✓		
Education Workforce Strategy					✓	✓		
Reform of the funding system for early learning and schooling			✓					
Comprehensive reform of school property			✓					
Curriculum, assessment and qualifications (includes CPA and NCEA review)	✓	✓	✓	✓	✓	✓	✓	
Learning Support Action Plan		✓	✓			✓		
Reform of Vocational Education		✓	✓				✓	
Strengthening tertiary education	✓	✓	✓	✓	✓	✓		
Supporting research in tertiary education								✓
Investing in wellbeing/child and youth wellbeing strategy	✓		✓					

# 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 requires service providers to have regard to the NELP as part of Governance, Management and Administration (GMA) requirements for licensed early learning services. To reflect this requirement in licensing we intend to consult on a change to the GMA licensing criteria. We propose reframing criteria to focus on 'Guiding Practices' for the governance and management of an early learning service.

In addition to existing licensing requirements service providers will be asked to demonstrate the service's approach and commitment to implementing the NELP, including how this will be linked to and/or visible in the service's annual plan, curriculum provision and self-review processes.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	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	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	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako, educators and staff to strengthen teaching, leadership and learning support	No actions for early learning services	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	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	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	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	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches		
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	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning	Provide consistency of teachers/ kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing	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	Expect and support teachers/ kaiako to build their understanding of learners' contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching		



# Implementation of the Statement of National Education and Learning Priorities in licensed early learning services Continued

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

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<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 and whanau 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>	

# Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), 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 their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of trustees must have particular regard to the NELP, including when developing or renewing their charters. In 2021, they will be expected to demonstrate they have considered the NELP in their strategic 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 2023 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.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<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>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>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</p> <p>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</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD<sup>3</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>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</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</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 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' contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

<sup>3</sup> Bring your own device.



# Implementation of the Statement of National Education and Learning Priorities in schools and kura Continued

 **Actions** Government is taking that support the implementation of the NELP in schools and kura

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<div>Delivering Te Hurihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</div> <div>Implement the actions committed to in the Action Plan for Pacific Education</div> <div>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</div> <div>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of school boards of trustees</div> <div>Introduce a mandatory code of conduct for school Boards of Trustees to support good governance</div> <div>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</div> <div>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</div> <div>Increasing access to guidance counselling for primary and secondary students</div> <div>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</div> <div>Working with Netsafe to provide the Netsafe Schools Programme</div> <div>Supporting the Keep It Real Online multimedia campaign</div> <div>Providing resources for teachers/ kaiako through The Respectful Relationships toolkit</div> <div>Establishing Curriculum Leads</div>	<div>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui</div> <div>Implementing Tokuranui to develop local education initiatives with iwi, and Pae Aronui to support great partnerships between whānau and education services.</div> <div>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</div> <div>Developing professional learning resources based on the Tapasa: Cultural competencies framework for teachers of Pacific learners</div> <div>Deliver Talanoa Ako programme to support Pacific families</div> <div>Supporting the development of programmes and pathways for learning in Pacific languages</div> <div>Amend the Education Act to require boards of trustees to give effect to Te Tiriti o Waitangi as one of their key objectives</div> <div>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</div> <div>Providing tools to empower families and whānau to better understand and support education</div> <div>Developing a national learning support network plan to support learners/ākonga with additional needs to transition in education</div> <div>Empowering learners/ākonga to have their voices heard</div> <div>Strengthening the Maori-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</div> <div>Updating the National Curricula so Aotearoa New Zealand histories will be taught in all schools and kura</div> <div>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum</div>	<div>Support places of learning to build their capability to identify and understand learner/ākonga needs and barriers</div> <div>Funding Innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</div> <div>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</div> <div>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</div> <div>Amend the Education Act to provide for the establishment of disputes resolution panels</div> <div>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</div> <div>School Donations Scheme</div> <div>Fees-free NCEA</div> <div>School Lunch programme</div> <div>Free access to sanitary products</div> <div>School Property Strategy 2030</div> <div>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</div> <div>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</div> <div>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga</div> <div>NCEA change: Special Assessment Conditions</div> <div>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</div>	<div>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngai Māori, a Network Plan, and reviewing funding rates.</div> <div>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</div> <div>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</div> <div>Supporting implementation of the digital technologies/hangarau matihiko curriculum</div> <div>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</div> <div>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</div>	<div>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</div> <div>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</div> <div>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</div> <div>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</div> <div>Implement Ka Hikitia and develop skills and capacity in the education workforce</div> <div>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</div> <div>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</div> <div>Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways</div>	<div>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</div> <div>Expanding the delivery of Tautai o le 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</div> <div>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners</div> <div>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</div> <div>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</div> <div>Enabling principal eligibility criteria</div> <div>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</div> <div>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</div> <div>Providing funding for teacher aides to access professional learning</div>	<div>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 displaced workers</div> <div>Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment</div> <div>Supporting learners/ākonga post-school through the School Leavers Toolkit</div> <div>Valuing vocational education pathways by awarding the Prime Minister’s Vocational Education Awards</div>	



# Implementation of the Tertiary Education Strategy



The Tertiary Education Strategy (TES) sets out the Government's current and medium-term priorities, and long term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. This TES has been developed following consultation in late 2019 with the tertiary education sector and other stakeholders on a draft TES set out in the Shaping a Stronger Education System with New Zealanders discussion document.



The Tertiary Education Commission is required by the Education Act 1989 to give effect to the TES through the investment process. As part of this, the TEC is responsible for publishing guidance on the content and criteria for assessment of TEOs' investment plans, and determining and allocating the amount of funding to TEOs. The TEC also has a role in building the capability of TEOs as part of giving effect to the TES. In exercising its other functions, the TEC must have regard to the TES - this means that TEC's activities outside of the investment planning process should be consistent with the priorities and direction set out in the TES.

The New Zealand Qualifications Agency is required by the Education Act 1989 to have regard for the TES. This means that NZQA's activities, including its quality assurance functions, should be consistent with the priorities and direction set out in the TES.

Tertiary Education Organisations (TEOs) are required to describe in their proposed investment plans how they will give effect to the Government's current and medium-term priorities as described in the TES. This means that TEOs should think about how they will reflect the TES priorities in their policies and practices, and inform TEC about this through their investment plans.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	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	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	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<p>Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau.</p> <p>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</p> <p>Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health</p>	<p>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga</p> <p>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</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>Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training</p> <p>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes</p> <p>Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau</p> <p>Ensure that robust policies, plans and support are in place to support disabled learners and neurodiverse learners to succeed</p>	<p>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</p> <p>Support learners/ākonga to develop relevant digital literacy skills that enable them to study</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</p> <p>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement</p> <p>Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti   The Treaty</p>	<p>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities</p>	<p>Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace</p> <p>Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes</p> <p>Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives</p> <p>Support relevant skills for New Zealand's shift to a carbon-neutral economy</p>	<p>Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge</p> <p>Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges</p> <p>Collaborate and connect across disciplines and institutions to help solve local and global challenges</p>



Actions Tertiary Education Organisations

# Implementation of the Tertiary Education Strategy (continued)

 **Actions that Government is taking that support the implementation of the TES**

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<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	<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	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<p>Provide clear expectations in the Codes of Practice for the pastoral care of domestic tertiary students and international students</p> <p>Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments</p> <p>Genuinely engage with learners/ākonga and value, listen to and consider their voices so that processes, practices and work in Government and TEOs genuinely reflect learner/ākonga needs</p>	<p>Invest in and support the development of programmes and pathways for learning in Pacific languages</p> <p>Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga</p> <p>Partner with TEOs to develop tools, guidance and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners/ākonga</p> <p>Empower learners/ākonga to have their voices heard</p> <p>Work with TEOs to implement innovative approaches that support learners'/ākonga success</p> <p>Strengthen Māori-medium pathways in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p>	<p>Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups</p> <p>Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success</p> <p>Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work</p> <p>Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training</p> <p>Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education</p> <p>Partner with Te Taumata Aronui, to respond to their recommendations and advice about how tertiary education can better meet the needs of ākonga Māori and communities</p>	<p>Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment</p> <p>Strengthen foundation education to improve learner pathways into higher levels of education and employment</p> <p>Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE</p>	<p>Invest in, develop and implement Māori Medium pathways</p> <p>Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training</p> <p>Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English</p> <p>Review funding rates for Māori language and mātauranga Māori in the tertiary sector</p>	<p>Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring</p> <p>Incentivise and support TEOs to develop and strengthen teaching capability and excellence</p> <p>Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs</p>	<p>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 displaced workers</p> <p>Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system</p> <p>Review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines</p> <p>Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service</p> <p>Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/qualifications including recognition of prior learning</p>	<p>Partner with wānanga to support their unique role in the tertiary education system</p> <p>Support the advancement of Māori-led and mātauranga-informed solutions</p> <p>Support and develop the contribution of tertiary education organisations to the research system</p> <p>Develop and implement a Government response to the independent review of the Performance-Based Research Fund</p> <p>Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector</p>



## Appendix B: Feedback from consultation

- 1 From September to November 2019, officials undertook a broad-based consultation on the draft NELP and TES, supported by the discussion document *Shaping a Stronger Education System with New Zealanders*.
- 2 Consultation on the TES ran for a six week period (17 September – 25 October), while consultation on the NELP ran for 10 weeks (17 September – 25 November).
- 3 *Shaping a Stronger Education System with New Zealanders* presented nine proposed priorities for the early childhood and schooling sectors (NELP) and 13 proposed priorities for the tertiary sector (TES). These were distinct but with common themes and some duplicated priorities across both sets.
- 4 The consultation included 25 community hui (15 joint NELP/TES hui, and 10 NELP specific), over 100 stakeholder and sector engagements, eight targeted engagements with groups including the Disabled People's Organisations, my Youth Advisory Group, LGBTQIA+ and gender-diverse students, and prison inmates.
- 5 Detailed online surveys on both the NELP and TES were available, and written submissions welcomed. In total we received 558 responses to both surveys, and over 90 written submissions.

### *Positive response to the key themes of the NELP and TES*

- 6 Many elements of the proposed NELP and TES were received very positively. In particular:
  - 6.1 placing learners/ākonga at the centre of education – ensuring that education is responsive to learners'/ākonga identities, needs, and aspirations, and acknowledging the diversity of learners/ākonga;
  - 6.2 the recognition of wellbeing and inclusion as essential in education, both for learners/ākonga and for staff;
  - 6.3 the focus on reducing barriers and improving equity throughout the system so that no learner/ākonga is disadvantaged;
  - 6.4 the emphasis on schools partnering with whānau, communities, and iwi and hapū;
  - 6.5 the focus on giving meaningful effect to Te Tiriti o Waitangi and celebrating both the bicultural and multicultural nature of NZ.

### *Changes to strengthen the priorities*

- 7 Many respondents suggested ways that the strategies could be strengthened, including:
  - 7.1 the need for simplified, plain language and more direct wording of some of the priorities;

**IN C O N F I D E N C E**

- 7.2 the importance of a careers focus in schooling, as well as in tertiary education - so that learners'/ākonga pathways into employment are supported from earlier in their education journey;
  - 7.3 the need for an explicit commitment to inclusion for disabled learners/ākonga and a focus on reducing the barriers they face;
  - 7.4 in the TES, the need for greater clarity and specificity around roles and responsibilities across the sector, including new entities established through the Reform of Vocational Education (e.g. Workforce Development Councils);
  - 7.5 also in the TES, greater visibility for research and the significance of research in addressing not only local, but also global challenges.
- 8 Some stakeholders, particularly universities, thought there should be greater differentiation between the two sets of priorities, but on balance more people were supportive of a cross-sector approach which set a whole of system strategy through an aligned set of priorities.

**IN C O N F I D E N C E**



# Cabinet Social Wellbeing Committee

## Minute of Decision

*This document contains information for the New Zealand Cabinet. It must be treated in confidence and handled in accordance with any security classification, or other endorsement. The information can only be released, including under the Official Information Act 1982, by persons with the appropriate authority.*

### Shaping a Stronger Education System with New Zealanders: Finalising the NELP and TES

Portfolio Education

On 5 August 2020, the Cabinet Social Wellbeing Committee:

- 1 **noted** that in September 2019, the Cabinet Social Wellbeing Committee approved the discussion document Shaping a Stronger Education System with New Zealanders, which included the draft Statement of National Education and Learning Priorities (NELP) and Tertiary Education Strategy (TES) [SWC-19-SUB-0120];
- 2 **noted** that from September – November 2019, officials undertook a broad-based consultation on the draft NELP and TES, supported by the draft statement, and that the findings from this process are summarised as Appendix B to the paper under SWC-20-SUB-0130;
- 3 **endorsed** the following revised priorities for the Statement of National Education and Learning Priorities and Tertiary Education Strategy which the Minister of Education proposes to Gazette:

Objective one: 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
Objective two: Barrier free access – great education opportunities and outcomes are within reach for every learner	
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 sound foundation skills, including language, literacy and numeracy
Objective three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau	
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
<b>Objective four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives</b>	
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<b>Objective five: World class inclusive public education – New Zealand education is trusted and sustainable</b>	
8	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

- 4 **endorsed** the document attached as Appendix A to the paper under SWC-20-SUB-0130, which sets out these priorities and the actions that places of learning are expected to take in implementing these priorities;
- 5 **invited** the Minister of Education to make any minor changes he considers necessary in finalising the above document for publication.

Vivien Meek  
Committee Secretary

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**Present:**

Rt Hon Winston Peters  
Hon Kelvin Davis  
Hon Grant Robertson  
Hon Chris Hipkins  
Hon Carmel Sepuloni (Chair)  
Hon Stuart Nash  
Hon Jenny Salesa  
Hon Damien O'Connor  
Hon Tracey Martin  
Hon Peeni Henare  
Hon Willie Jackson  
Hon Aupito William Sio  
Hon Poto Williams  
Jan Logie, MP

**Officials present from:**

Office of the Prime Minister  
Officials Committee for SWC



# Cabinet

## Minute of Decision

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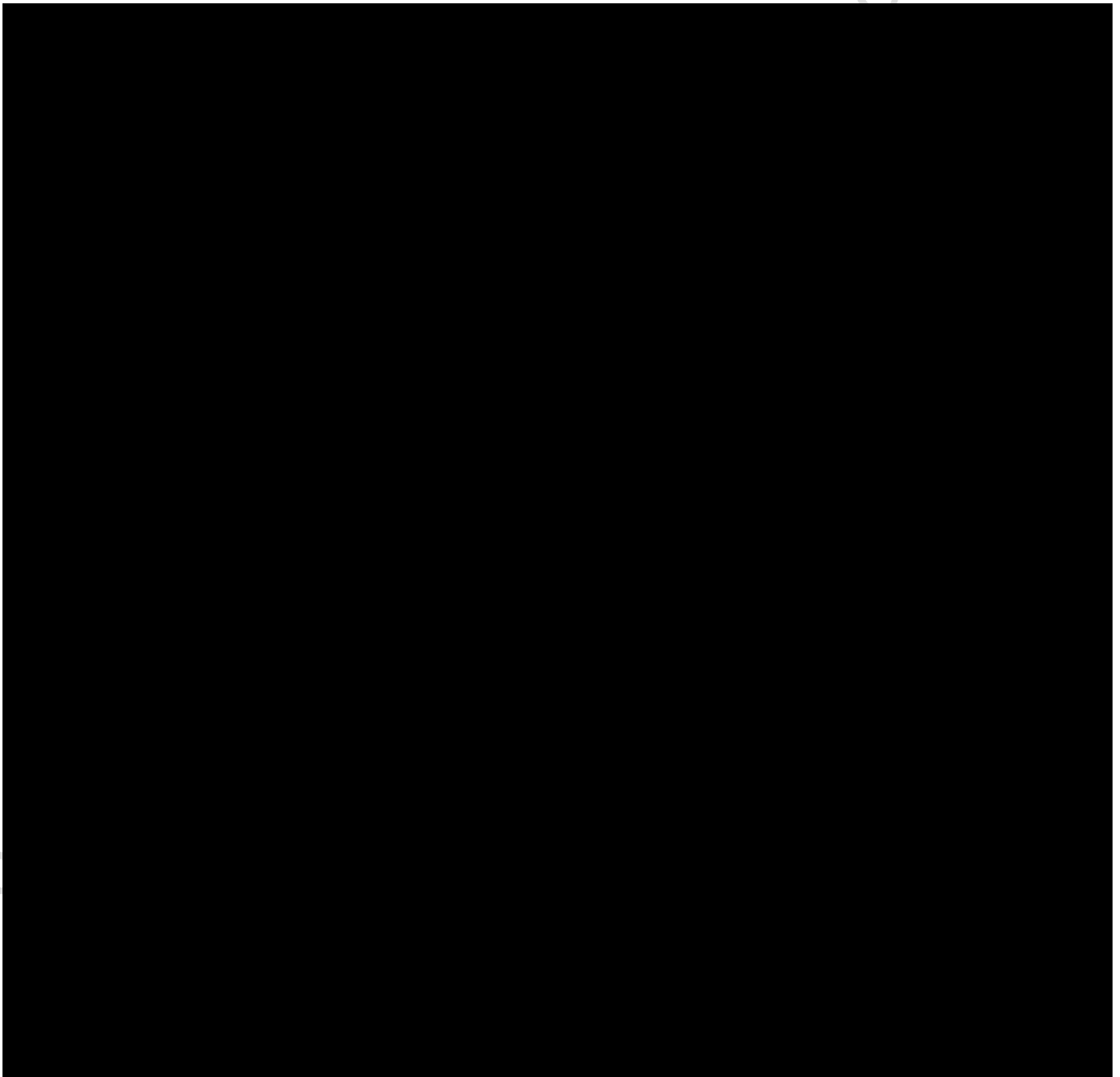
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**Redactions made as content outside of scope of this proactive release**

### **Report of the Cabinet Social Wellbeing Committee: Period Ended 7 August 2020**

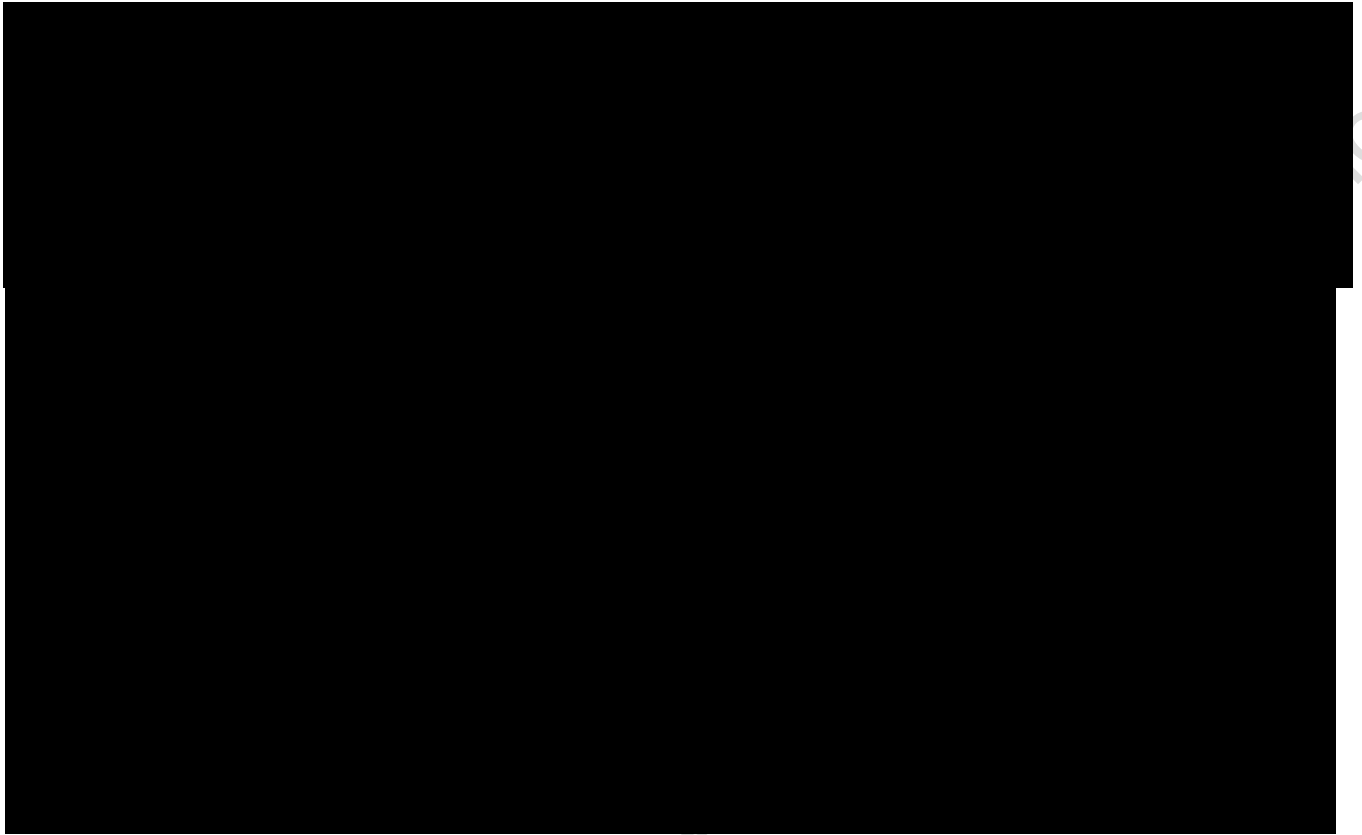
On 10 August 2020, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 7 August 2020:



SWC-20-MIN-0130

**Shaping a Stronger Education System with New  
Zealanders: Finalising the NELP and TES**  
Portfolio: Education

CONFIRMED



Michael Webster  
Secretary of the Cabinet