

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/ākonga. They set the direction for education providers and learners/ākonga.

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 and employment, and 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 learners/ākonga 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.		