

Shaping a Stronger Education System with New Zealanders



Discussion document



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Foreword from the Minister of Education

The Government has embarked on a comprehensive programme of change across the education system, so that it supports better lives for every New Zealander. I want to see our education system focus on the needs of learners/ākonga, and I want families and whānau to feel like meaningful partners in the education of their tamariki and rangatahi. I want our places of learning to be free from racism, discrimination, harassment and bullying, so all learners/ākonga feel a sense of belonging and wellbeing. I also want to make sure learners/ākonga are well supported to move through the education system, between education providers, and into society and the world of work.

As New Zealanders, there is much we can be proud of in our education system. In general, our learners perform well against international benchmarks of educational success, and we have learners, educators, and researchers that are as good as any in the world. Our Māori-medium education sector is world leading in indigenous education, and it has played a vital part in the revitalisation of te reo Māori and tikanga Māori.

We were told by New Zealanders throughout the Education Conversation | Kōrero Mātauranga that wellbeing, equity and inclusion are really important for learners/ākonga and their family and whānau, but that the education system we have now is not delivering on this for everyone.

The world we know is changing, which brings with it new opportunities and new challenges, not only for children and young people, but also for those already in the workforce looking to upskill. For New Zealand to succeed in this changing world, we need to enable every member of society to play a part, and ensure the education system is capable of delivering for all New Zealanders. We also need a world class, innovative research system, which can respond to these challenges and enhance our well-being by opening up new ways of looking at the world.

For the first time, this Government is taking an integrated approach as it sets the direction for the education system, from early childhood providers, through the compulsory schooling sector, to tertiary education, training, and research. The starting point for this is an enduring 30 year approach to education in New Zealand, which fulfils a Coalition promise between Labour and New Zealand First. It is grounded in New Zealanders' aspirations for education – to enable every New Zealander to learn and excel, to help their whānau and communities thrive, and to build a productive and sustainable economy and an open and caring society. I intend for this vision to be the anchor for the Education Work programme, the objectives we are setting, and for the priorities that places of learning focus on across the education system.

The Statement of National Education and Learning Priorities and the Tertiary Education Strategy set the Government's expectations for places of learning, to address some of the big issues we see across the education system and to make the vision a reality. They are tools places of learning will use to make meaningful change in their day-to-day activities to improve wellbeing and success for all learners/ākonga and their family and whānau.

The priorities proposed in this discussion document reflect what we were told New Zealanders wanted to see in our education system, to make sure we enable all ākonga/learners to realise their aspirations and live fulfilling lives. We now want to hear whether you think we have got them right. I invite you to read this discussion document, consider the priorities we have proposed, and let us know what you think.

This work sits alongside other changes currently underway in the education system. To find out more, please visit: <https://conversation.education.govt.nz/>

Hon. Chris Hipkins

Minister of Education

Overview

Background

In early 2018, the Government, educators and New Zealanders – learners/ākonga, parents, employers, iwi and communities started to talk in detail about what New Zealand needs from education now and into the future and how to make this happen.

This Education Conversation | Kōrero Mātauranga has included two major education summits, over 43,000 responses to a national education survey and more specific surveys about changes to different parts of our education system.

A wide range of stakeholders have contributed through hundreds of open meetings, wānanga, fono, and design events. Extra emphasis has ensured that we have heard from those whose voices are not heard enough in education – young people, Māori and Pacific whānau and those from other ethnic communities, and disabled people and their families.

This discussion document

This discussion document outlines the long term vision, objectives and actions that have resulted from the conversation with New Zealanders. These are the starting point for the proposed Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), which are the focus of this consultation.

The NELP and TES translate the vision and objectives for education into a set of actionable priorities for places of learning from early childhood through to tertiary education.

The NELP and TES do this job in different education settings – the NELP for early learning and schooling and the TES for tertiary education and lifelong learning. They signal Government's priorities in ways that are tailored to each setting so that places of learning can see what they are being asked to focus on.

Both the NELP and TES are statutory documents that education agencies and places of learning need to either give effect or give regard to under the Education Act. They will influence what places of learning attend to over the next five years.

This is why hearing your views on the discussion document matters.

Why and how we are asking for your views

We asked you through the Education Conversation | Kōrero Mātauranga, and the targeted NELP and TES engagements, what you thought priorities should be for the education system. Your comments were reinforced by evidence we have, and together they have informed the development of these priorities. We now want to check that we have fairly reflected your views and concerns in the proposed NELP and TES priorities.

Overview of consultation

Consultation on the NELP and the TES will occur during late September and October 2019, with consultation on the NELP continuing through to 25 November. We are asking for feedback on the proposed priorities via submissions, an online survey, social media, and targeted face-to-face consultations.

A link to surveys on the draft NELP and TES can be found on the Education Conversation | Kōrero Mātauranga website <https://conversation.education.govt.nz/conversations/shaping-a-stronger-education-system-for-all/>.

The surveys are provided in English and te reo Māori. Some other language translations may be available upon request, where time allows.

Shaping a stronger education system with New Zealanders

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!*

Objective 1:

Learners at the centre

Learners with their whānau are at the centre of education



New Zealanders told us this means:

- » Learners/ākonga and their whānau are accepted, respected, valued, feel they belong, and have voice and influence as partners in their education
- » Children learn and thrive through high quality early learning settings
- » Learners/ākonga experience an education that values and sustains and connects them to their identity, language and culture and is free from bias, discrimination and racism
- » Learners/ākonga are physically, socially and emotionally safe – whānau can trust that their young people will be looked after
- » They experience teaching and learning that builds from their strengths and adapts to their context so they progress, achieve and excel
- » Learners/ākonga have the confidence to contribute to the wellbeing of whānau and help their iwi and communities thrive
- » Education providers make it easy for learners/ākonga to learn where they need to and move as their needs and lives change
- » Learners' /ākonga information travels with them and they have the information they need to build the skills and knowledge they and their employers need

Objective 2:

Barrier-free access

Great education opportunities and outcomes are within reach for every learner



...this means:

- » All learners/ākonga feel welcome, can access and fully participate in education
- » All learners/ākonga are positively engaged in and progressing and achieving in education
- » Every child has access to an early learning service that is valued by their parents and supports their identity, language and culture
- » Financial and physical barriers are removed so that all New Zealanders can access education opportunities
- » Learners/ākonga and their whānau can access full Māori medium pathways
- » All learners/ākonga regardless of identity, language and culture, ability, or circumstance benefit from high expectations and are supported to progress, achieve and excel
- » There is access to specialist knowledge and support from and for learners/ākonga, whānau, iwi and educators when needed
- » Learner/ākonga success opens doors to employment and other opportunities throughout their lives
- » Tertiary and workplace learning is accessible and enables all learners/ākonga and employees to achieve their aspirations
- » Employers and communities can shape and benefit from the competencies, skills and knowledge that all learners can contribute

Objective 3:

Quality teaching and leadership

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



...this means:

- » All learners/ākonga are supported by a diverse, skilled well-qualified education workforce that is in the right place at the right time
- » Educators deliver inclusive and responsive teaching and learning that adapts to learners' /ākonga needs
- » Educators are valued and influential as part of a trusted, high status profession
- » Educators have the wellbeing and cultural competence to give every learner/ākonga their best
- » Leaders have the passion and skills to bring out the best teaching and learning
- » Educators at all levels are committed to re-engage with people who have disengaged with learning
- » Teaching and learning is reciprocal (ako) – learners/ākonga, their whānau, iwi and their community are connected to educational professionals and influential.
- » Educators use te reo Māori correctly every day
- » Employers can build and formally recognise the skills of their employees
- » Globally-connected research-led teaching keeps tertiary learners/ākonga at the frontiers of knowledge

Objective 4:

Future of learning and work

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



...this means:

- » All learners/ākonga are able to connect with others to explore, gain and build on the competencies, skills and knowledge they need to thrive
- » Children develop knowledge, skills and dispositions they need through teaching, learning and play to be confident engaged learners
- » They understand and engage with their learning progress and their choices and pathways
- » All learners/ākonga develop a connection to New Zealand's people, history, identities, languages and cultures as part of a globally connected education
- » Learning is relevant and future-focused on learners' /ākonga aspirations - their contribution to their diverse communities, their workplace as citizens of New Zealand and the world.
- » Learners/ākonga can learn, and learn in, te reo Māori and NZ Sign Language
- » Learning and training is life-long and meets the opportunities and challenges posed by the future of work.
- » Learners' /ākonga relevant skills and knowledge are recognised through robust and trusted qualifications
- » Employees have the future-focused skills and knowledge to help businesses grow and prosper

Objective 5:

World class inclusive public education

New Zealand education is trusted and sustainable



...this means:

- » A New Zealand education is trusted by learners/ākonga, whānau, employers iwi, communities and prospective international students
- » Education is adaptive and innovative
- » New Zealand research is respected and builds greater understanding, connection and innovation
- » Definitions of progress, achievement and success reflect and sustain what is valued by learners/ākonga and their whānau through their view of the world, including for Māori and Pacific and disabled people
- » Mātauranga Māori is valued, supported and influential
- » Māori-Crown partnerships in education are clear and make a difference to learning
- » Learners/ākonga and their whānau experience education as a seamless part of the government services they receive to support their day-to-day lives and aspirations
- » A sustainable and unified vocational education system delivers high quality work integrated learning
- » Learning environments are fit for purpose and environmentally sustainable

So that...



A New Zealand Education supports wellbeing and enables individuals to grow, learn and excel.



Learners/ākonga can contribute so their whānau and communities thrive.



We collectively build a productive and sustainable economy and an open and caring society.



Te Tiriti is honoured and there are Māori-Crown partnerships that make a difference to learning.

How we'll know we are on track: Our measurement methods will include how we serve all communities at all levels of the system. The measures include existing methods as well as methods that we will develop over time

We will ask learners/ākonga and their whānau about their wellbeing and experiences of education, using regular surveys and engagements. We will also ask communities (e.g. Pacific communities) about their experiences in education.

We will use system information about needs, progress, achievement and qualifications to understand the skills, knowledge and competencies learners/ākonga are gaining. We will measure at a level so we know we are serving all learners, inc. Māori succeeding as Māori. We will treat information in ways that New Zealanders trust.

We will measure participation in learning from early learning, schooling tertiary and workplace learning and lifelong learning. We will measure demand, adequacy and quality of services (e.g. using administrative information and demand forecasting). We will measure practice where needed (e.g. through ERO and NZCER).

We will use teacher and education workforce data and forecasting to measure whether we have enough people, with the diversity we need and in the right places. We will use a variety of information to understand how we are tracking with workforce capability, wellbeing and development (e.g. through the Teaching Council, and using international benchmarking).

We will measure outcomes beyond education so that we understand whether what people are learning is helping them in their lives. This includes employment, engagement as citizens, measures of social wellbeing (e.g. using the integrated data infrastructure - IDI) and engagement in Te Ao Māori and in Pacific communities.

We will measure the performance and health of the system and its parts so that it can serve current and future generations. We will measure the health of institutions (e.g. through ERO and NZQA) and research quality (e.g. through the PBRF). We will broaden our measures to include the quality of treaty partnerships and the system's environmental performance.

Objective 1:

Learners at the centre

Learners with their whānau are at the centre of education

Objective 2:

Barrier-free access

Great education opportunities and outcomes are within reach for every learner

Objective 3:

Quality teaching and leadership

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

Objective 4:

Future of learning and work

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

Objective 5:

World class inclusive public education

New Zealand education is trusted and sustainable

Education Work Programme Actions

Actions to create partnerships

- » Create rich records of learning so that progress is understood and supports shared decision making by learners and whānau and professionals
- » Implement the elements of the Early learning strategy, curriculum progress and achievement report and NCEA change so learners/ākonga and whānau have the learning pathways they value
- » Establish an independent mechanism to help learners/ākonga and whānau raise and resolve complaints about their learning
- » Support local curriculum design which involves learners/ākonga whānau and diverse voices from the wider community in decisions
- » Enhance student voice in the tertiary education system

Actions to support places of learning

- » Improve adult:child ratios in early learning services
- » Review group size, building design and other environmental factors in early learning services
- » Develop resources that support teachers to lead learning on significant societal challenges
- » Support development of resources that bring local history and knowledge including that held by iwi, into learning
- » Build capability across tertiary education to use data and good practice to support learners'/ākonga wellbeing

Actions to address racism, and discrimination

- » Deliver and learn from Te Hurihanganui and other programmes to navigate and address racism and discrimination in early learning services, schools and other places of learning
- » Implement new initiatives to value diversity and prevent and respond to bullying including developing educators' understanding and capability
- » Broaden concepts of success beyond academic for all learners/ākonga and whānau

Actions to address financial barriers to equity

- » Maintain 20 hours free and breakdown other financial barriers in early learning
- » Implement the Equity Index to address impacts of socio-economic disadvantage on learner/ākonga outcomes
- » Implement a trial of a school lunch programme
- » Progressively increase funding for schools that do not ask for donations
- » Provide fees-free NCEA for every young person
- » Provide Fees Free to support access to Tertiary Education and Training

Actions to better meet the needs of all learners

- » Deliver new services and supports for learners/ākonga 'at-risk of disengaging' in schools and kura, including through Alternative Education
- » Create new Learning Support Co-ordinator roles so learners/ākonga get the right and timely support
- » Deliver Learning Support Action plan and other initiatives and ensure additional learning needs are identified early and responded to quickly
- » Strengthen specialist supports so learners/ākonga with on-going needs get the right supports over time
- » Create tools that support a common way of noticing learning progress and needs
- » Extend Gifted Support to help gifted learners/ākonga realise their potential
- » Build supports for learners/ākonga who are gifted in Mātauranga Māori
- » Use investment and funding to ensure Tertiary Education Organisations to achieve equitable, successful outcomes
- » Revitalise the Adult and Community Education sector, including night classes
- » Develop information and tools to map skills to potential careers and pathways
- » Expand earn/learn opportunities

Actions to increase number and quality of teachers in early learning services and schools

- » Deliver Workforce strategy teacher supply initiatives for early learning and schools
- » Implement workforce strategy to 2032 to attract and develop a capable and diverse workforce
- » Improve Initial Teacher Education to better equip new teachers to meet the needs of all of New Zealand's diverse learners/ākonga

Actions to lift quality of teaching

- » Increase the number of qualified teachers in early learning services
- » Build cultural competency across the workforce, including through Tapasā and Tātaiako competencies for teachers of Pacific learners and Te Hurihanganui for Māori learners/ākonga
- » Support professional networks and reset PLD priorities to align with a focus on progress across the curriculum
- » Build greater support for teachers to develop, deliver and assess relevant and inclusive local curricula and improve access to resources by replacing TKI
- » Increase proficiency in te reo Māori across early learning and schooling through Te Ahu o te Reo
- » Improve the effectiveness of adult literacy and numeracy education
- » Celebrate excellence through the Teaching Excellence Awards
- » Establish Regional Skills Leadership Groups to provide investment advice about the skills needs of their regions
- » Establish Centres of Vocational Excellence to drive innovation and excellence in teaching and learning

Actions to lift quality of leadership

- » Create a leadership centre and implement the leadership strategy
- » Create greater industry leadership of all vocational education through Workforce Development Councils

Actions to improve skills, knowledge and competencies

- » Implement new Digital Technologies |Hangarau Matihiko curriculum in schools and kura
- » Update National Curriculum documents so that learning expectations are clear and relevant to today's learners/ākonga
- » Build a stronger focus on New Zealand's history so that it is a part of the local curriculum for all learners/ākonga
- » Create a schools leavers' toolkit to support young people access the life skills they need to succeed
- » Make our senior secondary qualification, NCEA more robust, consistent, inclusive and accessible for learners/ākonga of all abilities and backgrounds

Actions to support life-long learning

- » Launch Careers System strategy to support career pathways and learners' /ākonga aspirations
- » Embed work-integrated learning to enable more high-quality on the job training
- » Grow the next generation of Māori leaders through Te Kawa Matakura.
- » Make foundation learning part of a holistic package of support to enter, and learn in, work
- » Implement the International Education Strategy to help connect New Zealand learners/ākonga to the world
- » Review the funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines
- » Implement a transparent funding framework that allocates resources to high priority learning and economic needs
- » Support digital opportunities to participate in a wider world of work

Actions to strengthen Māori Medium pathways

- » Support access to Te Kōhanga Reo to all early learning children that want it
- » Grow Māori Medium education pathways and provide equitable support
- » Support the revitalisation of te reo Māori
- » Develop and implement a plan for all qualifications and graduate profiles to be bilingual

Actions so education provision is in the right place

- » Deliver the National Education Growth Plan to make sure we have environmentally sustainable and accessible schools, kura and classrooms where we need them and when we need them
- » Create early learning establishment process so local provision has the right mix of education and language pathways
- » Develop, publish and implement an information and investment framework that grows high-performing TEOs

Actions to promote interdependence, collaboration and accountability

- » Establish innovation hubs where early learning services can access innovation expertise and research partners
- » Increase monitoring of early learning services
- » Enable and strengthen networks at all levels to work collaboratively
- » Create a NZ Institute of Skills & Technology so there is a unified, sustainable public network of regionally accessible vocational education
- » Review the Performance-Based Research Funding system
- » Create a single integrated vocational education funding system

Actions to create a learning system

- » Implement Te Rito to improve data quality, availability, timeliness and capability
- » Implement planned and comprehensive monitoring in Early Learning.
- » Establish trusted education data protection and use governance and practice

Actions to realise Māori-Crown partnerships

- » Greater recognition of Mātauranga Māori so it can be better supported and is embedded in governance, leadership and teaching
- » Work with Māori to develop and implement effective Māori-Crown partnerships.

The National Education Learning Priorities, Tertiary Education Strategy...

...provide the means to share and progress these priorities and actions with early learning services, schools, and tertiary education organisations, and with everyone who needs to play a part to ensure positive change happens for all

10 year actions are subject to future Budget decisions

Bringing it all together – A 30 year vision, Government objectives, 10 year actions and the NELP and TES

The pull-out page *Shaping a Stronger Education System with New Zealanders*, provides the long term vision, objectives and actions through the Government's education work programme that have resulted from the Education Conversation | Kōrero Mātauranga with New Zealanders.

An enduring inclusive vision for education

As a part of the Education Conversation | Kōrero Mātauranga, the Government committed to take what New Zealanders said and shape it into a vision that could include all New Zealanders and endure over time.

The vision is grounded in New Zealanders' aspirations for education – to enable every New Zealander to learn and excel, to help their whānau and communities thrive, and to build a productive and sustainable economy and an open and caring society.

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 ta pae tawhiti kia tata – explore beyond the distant horizon and draw it near!

Objectives for Education

In early 2018 the Government set out its objectives for the education work programme – these have been updated to encompass what New Zealanders said was important to them. What each objective means for learners/ākonga and their whānau is clearly outlined.

A set of measures, outlined in the earlier pull-out page, has been identified so that everyone can see how we are progressing against the objectives. Some of these will require new information, and new ways of understanding it.

Objective One: 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 Two: 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.

»

Objective Three: 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 learning.

Objective Four: 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 Five: 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 partnerships.
- » The education system also needs to reflect tino rangatiranga – the ability for Māori to have self-determination over their education and to be empowered to find local solutions led by Māori.

Alignment with other Education Work Programme actions

The Government has embarked on a comprehensive programme of change across the education system so that it supports better lives for every New Zealander. The Education Work Programme, which the NELP and the TES are part of, includes:

- » Ka Hikitia – the Māori Education strategy;
- » The Pacific Education Action Plan;
- » The Education Workforce Strategy;
- » He taonga te tamaiti | Every child a taonga – the Strategic plan for early learning;
- » The Tomorrow's Schools Review;
- » The International Education Strategy;
- » The Reform of Vocational Education.

Alignment with the Child and Youth Wellbeing Strategy

The Child and Youth Wellbeing Strategy outlines the Government's vision to make New Zealand the best place in the world for children and young people. The strategy has a whole of government focus on supporting and improving wellbeing for all children and young people, which the vision for education and the education work programme objectives support.

The guiding principles of the strategy, which reflect the values New Zealanders said were most important for the wellbeing of our youth and young people, and the desired outcomes, have directly influenced the development of the NELP and TES priorities described in this document.



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

To achieve the vision and objectives for education, the Government and its agencies, and early learning services, schools, kura and tertiary education organisations (TEOs), need to work together. The system must wrap itself around learners/ākonga and their family and whānau, to support learning pathways from the early years of education, through to the world of work and lifelong learning.

The NELP expresses these priorities to help those who govern schools, kura, early learning services and ngā kōhanga reo focus their day-to-day work on things that will have a significant positive impact for children and young people.

The TES sets out the priorities for the tertiary education system. These inform the Tertiary Education Commission's investment process, as well as supporting the TEC to communicate the Government's tertiary education priorities to tertiary education organisations (TEOs). TEOs are required to show how they will respond to these priorities, through their investment plans.

How the NELP and the TES support the objectives of the education sector

The objectives for the education work programme and the priorities proposed here are interrelated and overlap. Throughout the discussion document, the sections describing each priority identify the most direct connections between where the NELP and the TES priorities support the objectives of the Government's vision for education.

Implementation of the TES priorities and actions

The Tertiary Education Commission (TEC) must give effect, and the New Zealand Qualifications Authority (NZQA) must have regard, to these priorities (including the guidance and recommended actions under each priority). This TES, therefore, outlines opportunities as well as required shifts in behaviour, and indicates the actions government and TEOs will need to take to support implementation (Annex 1).

Key definitions:

Ākonga has been used to refer to children, young people, adults, students, trainees and apprentices, in early learning, schooling, or tertiary education and training, and to all identities, languages and cultures.

Kaiako has been used to refer to teachers, lecturers and staff in all settings of the education and training system. It includes the concept of 'ako' where a teacher is at the same time a learner.

Kairangahau has been used to refer to researchers.



At a glance: the NELP priorities

The Statement of National Education and Learning Priorities – proposed priorities:

To achieve each objective for education, early learning services and schools must:

Objective One: Learners at the centre – learners with their whānau are at the centre of education

- 1 Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.
- 2 Include family and whānau as partners central to the learning and achievement of every learner/ākonga.

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

- 3 Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.
- 4 Support successful transitions into, within, and from places of learning.
- 5 Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

- 6 Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
- 7 Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

- 8 Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

- 9 Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.



At a glance: the TES priorities

The Tertiary Education Strategy – proposed priorities:

To achieve each objective for education, tertiary education must:

Objective One: Learners at the centre – learners with their whānau are at the centre of education

1 Make sure tertiary environments are safe, inclusive and responsive.

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

2 Understand and respond to the needs and aspirations of learners/ākonga.

3 Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.

4 Create a wide range of education options and delivery models to enable lifelong learning.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

5 Invest in their staff in ways that strengthen their practice and align to the needs of learners/ākonga, industry, employers and communities.

6 Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

7 Deliver culturally and personally responsive teaching and learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

8 Move the focus of teaching and learning more strongly towards workplaces.

9 Rethink what we teach and learn for the changing nature of work.

10 Deliver enabling careers guidance and information.

11 Encourage TEOs and employers to work collaboratively in upskilling current employees.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

12 Recognise and value our unique national identity.

13 Enhance the contribution of research to the wellbeing of New Zealand.



Objective 1: Learners at the Centre – Learners with their whānau are at the centre of education

What New Zealanders told us:

New Zealanders told us, in the strongest terms, that every learner/ākonga and their 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 as they are detrimental to wellbeing.

New Zealanders told us that whānau are central to children and young people and adults' learning and wellbeing while in education settings and at home. Learners/ākonga and whānau should be encouraged and supported to be informed and demanding partners in education who can exercise agency and authority. This will lead to educationally powerful partnerships and clarity about respective roles, rights and responsibilities.

The importance of whānau is also clear throughout peoples' lifelong learning as part of the fabric of our lives as we learn and grow throughout our careers and as we educate our next generation. New Zealanders also highlighted that wellbeing was fundamentally entwined with learning.

To achieve this objective, Government is taking action to:

Create partnerships

- » Create rich records of learning so that progress is understood and supports shared decision making by learners/ākonga and whānau and professionals
- » Implement the elements of the Early Learning strategy, curriculum progress and achievement report and NCEA change so learners/ākonga and whānau have the learning pathways they value
- » Establish an independent mechanism to help learners/ākonga and whānau raise and resolve complaints about their learning
- » Support local curriculum design which involves learners'/ākonga whānau and the wider community in decisions.
- » Enhance student voice in the tertiary education system.

Support places of learning

- » Improve adult:child ratios in early learning services
- » Review group size, building design and other environmental factors in early learning services
- » Support development of resources that bring local history and knowledge including that held by iwi, into learning
- » Build capability across tertiary education to use data and good practice to support learners'/ākonga wellbeing.

Support wellbeing by addressing racism, discrimination and stigma

- » Deliver and learn from Te Hurihanganui and other programmes to navigate and address racism and discrimination in early learning services and schools, and other places of learning
- » Implement new initiatives to prevent and respond to bullying, including developing educators' understanding and capability
- » Broaden concepts of success beyond academic for all learners/ākonga and whānau.

“Help students with their talents. Help them find themselves. Help them discover their capabilities. Rather than what you want them to learn.”

[Wānanga – national summary]

“Please listen to me, allow me to use my language, allow me to use my culture so I can grow up and prosper.”

*Pacific Youth, Porirua
[Fono – national summary]*

“It’s about my parents and family being included in my education. It must be a safe place otherwise I won’t bring my parents or family in.”

*Pacific Youth, Lower Hutt
[Fono – national summary]*

“If schools felt safe you would see higher attendance. We need to tackle bullying, racism, discrimination.”

Pacific Youth, South Auckland (Otahuhu) [Fono – national summary]

“Need to acknowledge background. A child does not stand alone – they bring their whānau.”

[The Future of Māori Education – Tamaki Makaurau report]

National Education and Learning Priorities:

To achieve this objective, early learning services and schools must:

Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs

Learners/ākonga are appreciated for who they are, including their identity, language and culture, and learning needs; and their families and whānau are also appreciated and valued for their identity, language and culture.

Disabled learners/ākonga and those with additional learning needs feel safe and authentically included in all aspects of learning, and are not discriminated against in any way.

Places of learning ensure learners/ākonga of all genders and sexualities feel safe in their place of learning, do not experience discrimination (including sexist behaviours), and have their wellbeing needs met, including their physical, educational, emotional, and cultural needs.

New Zealand society is made up of a diverse range of cultures, ethnicities and identities, and places of learning should embrace this diversity by developing strategies and practices to weave them into the culture and everyday life of the place of learning.

Learners/ākonga from ethnic communities are welcomed and embraced by their place of learning, and are valued for their background and experiences that may be different to others in the community. They are free from unconscious bias, discrimination, racism and bullying, and are fully included as a member of the place of learning.

Places of learning work to embed Māori concepts such as:

- » **manaakitanga**: showing generosity, support, respect or care for others; and
- » **whanaungatanga**: establishing relationships, kinship, and a sense of family connection with others.

Racism, harassment, all forms of bullying – physical, verbal, social, and cyber – and any sort of stigmatisation or unfair treatment of learners/ākonga, are not tolerated in places of learning.

Include family and whānau as partners central to the learning and achievement of every learner/ākonga

Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children. The voices of children, young people, and their families and whānau need to be sought out and listened to.

Parents, whānau, teachers/kaiako and learners/ākonga partner to decide 'what matters', and to share information about children's learning, development and progress. When whānau are at the centre of decision-making, and their reality and experiences are acknowledged, they are empowered to lift their own wellbeing, and the wellbeing of individual members.

High trust, collaborative relationships between whānau and places of learning are fostered, and formal and informal opportunities are provided for parents to communicate about their child's learning throughout early learning and schooling. Opportunities to participate reach beyond parent-teacher interviews, so that family and whānau play a part in every aspect of their children's education.

Family and whānau are involved not only in their children's learning pathways and development, but in the environment of the school as well.

Tertiary Education Strategy:

To achieve this objective, tertiary education must:

Make sure tertiary environments are safe, inclusive and responsive

The tertiary system does not currently deliver well for all learners/ākonga. We have heard from learners/ākonga, staff and whānau that there are ongoing barriers and issues of bias, discrimination, low expectations and structural racism throughout the tertiary education system.

TEOs must provide environments that are safe places for teaching, learning and work. They must be responsive to regional access needs and inclusive of underserved groups which consistently include Māori, Pacific peoples and disabled learners/ākonga and those with learning support needs.

TEOs must ensure that all learners/ākonga of all genders and sexualities do not experience discrimination (including sexist behaviours), and feel safe and free from bullying and harassment in their place of learning or work

TEOs must ensure the wellbeing of all learners/ākonga including international students, and staff in their everyday personal experiences of tertiary education and training. Government and TEOs must value and support the identity, language and culture of all learners/ākonga and staff.

This means enabling the system to support Māori to succeed as Māori, in the context of their whānau and as tangata whenua, as well as providing the opportunity to learn, and learn in, te reo Māori and mātauranga Māori.

The system needs enhanced systems of pastoral care and student support services, including mental health services and learning support services.

By developing, sharing and using data analytics and evidence-based practice we will enable high quality responses, processes and systems, which more effectively support wellbeing and ensure learners/ākonga will succeed.

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

What New Zealanders told us:

Education must be available and deliver for all. This is not happening now at great cost in real terms and in lost potential for those poorly served, their communities and New Zealand as a whole. Barriers that stop learners/ākonga and potential learners/ākonga from fully participating in education and training, including financial and physical barriers, need to be reduced, so all learners/ākonga have access to equitable opportunities and outcomes.

In this objective, we are clear that this is about providing great education opportunities to achieve valued outcomes for every New Zealander. We still need to invest to make this happen but investment is not just financial, it is also the application of focus, effort and expertise.

To achieve this objective, Government is taking action to:

Address financial barriers to learning

- » Maintain 20 hours free ECE and break down other financial barriers
- » Implement the Equity Index to address impacts of socio-economic disadvantage on learner/ākonga outcomes
- » Remove School Donations for Deciles 1-7
- » Provide access to fees-free NCEA for every young person
- » Provide Fees Free to support access to Tertiary Education and Training

Meet the needs of all learners/ākonga

- » Deliver new services and supports for learners/ākonga 'at-risk of disengaging' in schools and kura, including through Alternative Education
- » Create new Learning Support Coordinator roles so learners/ākonga get the right and timely support
- » Deliver the Learning Support Action plan and other initiatives and ensure additional learning needs are identified early and responded to quickly
- » Strengthen specialist supports so learners/ākonga with on-going needs get the right supports over time
- » Create tools that support a common way of noticing learning progress and needs
- » Extend Gifted Support to help gifted learners/ākonga realise their potential
- » Use investment and funding to ensure Tertiary Education Organisations to achieve equitable, successful outcomes
- » Revitalise the Adult and Community Education sector, including night classes
- » Develop information and tools to map skills to potential careers and the pathways to achieve these
- » Expand earn/learn opportunities

“Less segregation. They have too many separate classes. Everyone would know that if you were in that class you were in the cabbage class.”

Rural young people in training

“We want better pathways in the future so kids know their options and how to get there.”

[The Future of Māori Education – Hawkes Bay Te Tai Rāwhiti Report]

“Make education more affordable for parents with low-paying jobs.”

Age 13-18 [Kōrero Mātauranga – Youth voices report]

“Learning is a lifelong process and there need to be accessible learning opportunities that Māori can enter at different points.”

[The Future of Māori Education – National Report]

“When options aren’t known our children sometimes lose positive pathways/absence of ability for our children to see their career pathways.”

[The Future of Māori Education – National Report]

National Education and Learning Priorities:

To achieve this objective, early learning services and schools must:

Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum

This means making sure that every learner/ākonga has equitable opportunities for rich and deep learning across the curriculum, building on their existing knowledge and experience. Early learning services, schools and kura strive to ensure that inclusive, evidence-based practices are used, based on high expectations for every learner/ākonga to succeed.

In early learning, learners/ākonga will be supported early to develop knowledge, skills, attitudes and dispositions that support lifelong learning. Their education will be inclusive and responsive to learner/ākonga preference, and they will be involved in decisions relating to their learning.

Places of learning will have high expectations of all learners/ākonga. In particular, they will eliminate assumptions and bias which currently result in lower achievement overall for boys and young men. They will encourage and support girls and young women to attempt science, technology and mathematics related subjects for NCEA.

Schools find alternatives to formal or informal streaming and same-ability grouping; they ensure learning across the curriculum for all learners/ākonga, including those with disabilities and those with additional learning support needs, and provide opportunities for learning outside the classroom and other diverse learning opportunities.

Places of learning should enact the principle of Te Ira Tangata – recognising that every child is born of greatness.

Support successful transitions into, within, and from places of learning

Learners/ākonga will make positive transitions between education settings throughout the education system, they are supported and feel safe in their new learning environment, and their learning is not adversely impacted by moving within or between places of learning.

Learners/ākonga will be supported to engage with new contexts, opportunities and challenges with optimism and resourcefulness, which will support them throughout their lives in education, and in their transition to the workforce.

Learners/ākonga who have disengaged from education, for example young mothers or children and young people in the youth justice system, will be supported to re-enter schooling to ensure they have access to the education, training and upskilling that will allow them to thrive personally and in society.

Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school

Places of learning need to consider carefully how they can structure the fees, donations and other charges asked of learners/ākonga and their family and whānau in ways that take into account the range of circumstances of those whānau.

Some learners/ākonga report being unable to attend school full-time, unable to afford activities such as education outside the classroom, and unable to meet all the costs associated with attending education, such as fees, uniforms and learning materials. It is important for learners/ākonga that their participation in education is not restricted, because this will impact on their choices and outcomes.

Ongoing engagement with whānau and communities that includes them in shared decision making can help promote equitable expectations for the contributions whānau are asked to make. This could include consideration of how school uniform policies are enacted, or how extra-curricular activity fees are set.

Learners/ākonga with disabilities are not adversely affected by physical barriers which may limit their access to education environments. Learners/ākonga must be able to get to their place of learning and navigate the school facilities without barriers, and be enabled to participate fully in education.

Tertiary Education Strategy:

To achieve this objective, tertiary education must:

Understand and respond to the needs and aspirations of learners/ākonga

TEOs must commit to proactively identify learning needs and barriers and design responsive solutions which enable learners/ākonga to achieve their aspirations.

Our conversations with tertiary learners/ākonga told us that teaching and learning environments and modes of delivery need to be inclusive of their needs and aspirations, as well as their identities, languages and cultures. Needs and aspirations, in their view, need to be inclusive of both employability and wellbeing outcomes for learners/ākonga.

Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations

Currently the system works for some learners/ākonga who follow a traditional pathway, moving from schooling to higher education and into work. There is a need to improve the accessibility of tertiary education and better support learners/ākonga who experience a fragmented system that is difficult to navigate.

Meeting the needs of all learners/ākonga requires a cooperative system. TEOs should make transitions easier for learners/ākonga. They should ~~by working~~ closely with other TEOs, as well as with schools, kura and employers to share information, coordinate support, and better understand and resolve barriers.

TEOs should also work with learner/ākonga communities and whānau to understand their experiences and build pathways that better enable a successful transition into tertiary education and beyond.

Create a wide range of education options and delivery models to enable lifelong learning

The system needs to support people to access education when and where they need it and ensure this accessibility has a lifelong focus. Government will invest in different, flexible modes of delivery and opportunities, offered in learner/ākonga communities or workplaces.

Evidence shows us that literacy and numeracy skills are important to experiencing social and personal wellbeing and go hand-in-hand with learner/ākonga success, lifelong learning opportunities and employability. The tertiary education system must continue to focus on delivering literacy and numeracy, contextualised in programmes, both in classrooms, in communities, and on the job training.

Learners/ākonga and employees should be supported to re-engage with foundation learning as second or third chance learners/ākonga. For many learners/ākonga, foundation tertiary education and training does not provide direct pathways into sustainable employment and/or higher-level education and training.

Foundation education and training programmes are most effective when integrated with work experience and job-search assistance and when they address wider learner/ākonga needs alongside their educational needs. To support this, the tertiary education system settings will need to enable holistic, learner/ākonga-centred delivery models.

Foundation education providers need to collaborate with each other, Government agencies, and with industry and employers, to ensure learners/ākonga are well-prepared and supported to make their next step.

Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

What New Zealanders told us:

Quality teaching and leadership puts in place the things that make the most positive difference for learners/ākonga. Diverse, highly skilled and motivated educators are critical to meeting the needs of all learners/ākonga and their future aspirations.

This includes, among other things, responding to the diverse learning needs of all learners/ākonga, including disabled learners/ākonga, reflecting the identity, language and culture of all learners/ākonga in classroom practice and on-job training settings; building strong relationships with learners/ākonga and whānau that support teaching and learning; being aware of the impact of racism and discrimination and actively eliminating these from learner/ākonga experiences; and critically examining the impact of their teaching approaches and adjusting them as necessary.

This reflects the critical role that leadership for learning has at all levels of the system, the enormous difference that great leadership can make in leading change, as well as the support and focus they can bring to day-to-day learning.

To achieve this objective, Government is taking action to:

Increase the number and quality of teachers in early learning services and schools

- » Deliver Workforce strategy teacher supply initiatives for early learning and schools
- » Implement workforce strategy to 2032 to attract and develop a capable and diverse workforce
- » Improve Initial Teacher Education to better equip new teachers/kaiako for today's learners/ākonga and pedagogies.

Lift the quality of teaching

- » Increase the number of qualified teachers/kaiako in early learning services
- » Build cultural competency across the workforce, including through Tapasā and Tātaiako competencies for teachers/kaiako of Pacific learners/ākonga and Māori learners/ākonga and Te Hurihanganui
- » Support professional networks and reset PLD priorities to align with a focus on progress across the curriculum
- » Build greater support for teachers/kaiako to develop, deliver and assess local curriculum and improve access to resources by replacing TKI
- » Increase proficiency in te reo Māori across early learning and schooling through Te Ahu o te Reo
- » Improve the effectiveness of adult literacy and numeracy education
- » Establish Regional Skills Leadership Groups to provide investment advice about the skills needs of their regions
- » Establish Centres of Vocational Excellence to drive innovation and excellence in teaching and learning
- » Celebrate excellence through the Teaching Excellence Awards.

Lift the quality of leadership

- » Create a leadership centre and implement the leadership strategy
- » Create greater industry leadership of all vocational education through the Workforce Development Councils.

“It is the teacher that determines whether I pass or fail a subject and I know that it is the same with many others, it is because of the relationship they have with the students, whether they care or not, the way they engage with you, how clear they are in instructions and delivering information and whether they care about engaging students in the subject or just getting them to pass the standards.”

Age 13-18 [Kōrero Mātauranga Youth Voices report]

“I would make all schools teach Te Reo Maori because we are tangata whenua we are the people of this land and so all schools should learn the history about New Zealand and how it was in the past.”

Age 5-12 [Kōrero Mātauranga Youth Voices report]

“My teacher knew who everyone was and knew about my life.”

Rural young people in training

National Education and Learning Priorities:

To achieve this objective, early learning services and schools must:

Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system

All teachers/kaiako need skills to provide adaptive and innovative learning that meets the needs of individual learners/ākonga. They should be able to respond effectively to gaps in learning and plan for next steps, within educationally powerful partnerships with students, parents and family and whānau.

Governing bodies and leaders of places of learning should take an active role in building the skills of their teaching workforce. Teachers/kaiako need to feel valued and supported by their leaders, and have regular and sustained opportunities to grow their capability. They should develop knowledge, skills and capabilities throughout their careers, and collaborate and share their knowledge and expertise with their colleagues.

Capability building is an ongoing collaborative endeavour. Through a range of embedded professional learning and development (PLD) opportunities, resources, coaching, networks, secondments and qualifications, the capability and cultural competency of teachers/kaiako are strengthened to respond to the identity, language and culture of all children and young people, including Pacific learners/ākonga, and to support Māori succeeding as Māori.

Development should support teachers/kaiako to develop digital skills and access resources and the full curriculum, for both themselves and for learners/ākonga.

Governing bodies and leaders of places of learning should ensure teachers/kaiako, support staff, and they themselves, develop the confidence and capabilities to respond to the diverse needs of disabled learners/ākonga, and those who require additional learning support. Building this confidence and competence will work toward ensuring all learners/ākonga are authentically included in all aspects of education, and are able to access equitable learning outcomes.

In early learning, legally embedding the curriculum framework, Te Whāriki, and supporting its effective implementation through improved Initial Teacher Education (ITE) and PLD, will contribute to upskilling the workforce and improving outcomes for learners/ākonga. Increasing the number of qualified teachers/kaiako in teacher/kaiako-led early learning centres will improve not only outcomes, but provide an environment which will promote equitable learning opportunities for all learners/ākonga.

Teachers/kaiako throughout the early learning and schooling system will be encouraged by their leaders to upskill throughout their careers, through formal PLD and other informal learning opportunities, so they are able to respond to the diverse needs of learners/ākonga.

Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning

Te reo Māori, the indigenous language of Aotearoa New Zealand, is an official language of this nation and is guaranteed protection under Te Tiriti o Waitangi. The New Zealand Curriculum guidelines require all students have the opportunity to acquire knowledge of te reo Māori and tikanga Māori.

Incorporating te reo Māori and tikanga Māori into the life of the place of learning are important for realising the intent of Te Tiriti o Waitangi, and for recognising the position of Māori as tangata whenua.

Having Māori identity, language, and culture respected, valued, and sustained, is an important contributor to wellbeing, belonging and effective learning of all learners/ākonga, in accordance with Te Whāriki, the New Zealand Curriculum, and Te Marautanga o Aotearoa.

Te reo Māori and tikanga Māori are embedded in a meaningful, sustained, and genuine way by all early childhood education and school settings. This could mean both the routine use of te reo Māori, and embedding Māori cultural concepts into all areas of teaching and learning. It does not mean compulsory teaching of te reo Māori.

Places of learning must build collaborative relationships with their local iwi and hapū, and include local histories in their curricula to instil a deeper understanding of learner/ākonga identity, the connection to their whakapapa or heritage, and a sense of belonging.

Teachers/kaiako and leaders will develop an understanding of te ao Māori, and will be supported to develop proficiency in te reo Māori and tikanga Māori.

Tertiary Education Strategy:

To achieve this objective, tertiary education must:

Invest in their staff in ways that strengthen their practice and align to the needs of learners/ākonga, industry, employers and communities.

Diverse, highly skilled and motivated teachers/kaiako are critical to meeting the needs and future aspirations of all learners/ākonga. Universities have a role as critic and conscience of society. They and other providers should be accountable to their communities. TEOs need to invest in staff and leadership capability to improve teaching and learning practice, and deliver better outcomes for learners/ākonga.

Teachers/kaiako need the skills to provide innovative, research-led teaching and work-integrated learning. The delivery of quality learning needs to be underpinned by robust quality assurance by both TEOs and government.

Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning

TEOs must acknowledge and reflect the unique place of Māori as tangata whenua. Te reo Māori will be increasingly used at all levels of engagement, and integrated into all parts of the setting. Māori immersion pathways will be planned and supported.

Teachers/kaiako and leaders need to be well-qualified, diverse, and culturally competent. Teachers/kaiako throughout all education settings should develop an understanding of te ao Māori, and must be supported to develop proficiency in te reo Māori and tikanga Māori.

Teachers/kaiako must have the capability to give learners/ākonga opportunities to develop knowledge and an understanding of the cultural heritage of both parties to Te Tiriti o Waitangi.

Deliver culturally and personally responsive teaching and learning

TEOs must provide effective teaching that is responsive to the needs and aspirations of individual learners/ākonga. Responsiveness and accessibility need to be integrated and valued throughout tertiary education, so support systems are hard-wired, not developed in an ad hoc manner. TEOs must form stronger connections with learners/ākonga, their families and whānau. This requires the development and proliferation of key cultural competencies, and collaboration with, hapu, iwi and local communities.

A responsive tertiary education system must be representative. Teachers/kaiako and researchers/kairangahau should reflect the diversity of their learners/ākonga. TEOs must provide accessible teaching and learning environments, adaptable modes of delivery, and culturally responsive educational content. Learners/ākonga should be able to access quality and relevant credentials in all disciplines, including humanities, particularly at degree level.

Objective 4: Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives

What New Zealanders told us:

New Zealanders told us that learning needs to be relevant to their lives now and in the future, as we meet the changing opportunities and challenges of the future of work. They emphasised that this needed to include all learning from early childhood education through school, to tertiary education and into a greater emphasis on citizenship, pathways to employment and lifelong learning.

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

To achieve this objective, Government is taking action to:

Improve skills, knowledge and competencies

- » Implement new Digital Technologies | Hangarau Matihiko curriculum in schools and kura
- » Update National Curriculum documents so that learning expectations are clear and relevant to today's learners/ākonga
- » Create a schools leavers' toolkit to support young people access the life skills they need to succeed
- » Make our senior secondary qualification, NCEA more robust, consistent, inclusive and accessible for learners/ākonga of all abilities and backgrounds.

Support lifelong learning

- » Launch Careers System strategy to support career pathways, aspirations
- » Embed work-integrated learning to enable more high-quality on the job training
- » Grow the next generation of Māori leaders through Te Kawa Matakura.
- » Make foundation learning part of a holistic package of support to enter, and learn in, work
- » Implement the International Education Strategy to help connect New Zealand learners/ākonga to the world
- » Review the funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines
- » Implement a transparent funding framework that allocates resources to high priority learning and economic needs
- » Support digital opportunities to participate in a wider world of work.

Strengthen Māori Medium pathways

- » Support access to Te Kōhanga Reo to all early learning children that want it
- » Grow Māori Medium education pathways and provide equitable support
- » Support the revitalisation of te reo Māori
- » Develop and implement a plan for all qualifications and graduate profiles to be bilingual.

“It shouldn't be careers education, it should be 'futures' education. It's not linear, future education should be about hope that you can have a great life whatever you do and participate in society.”

Youth Advisory Group

“Throughout high school, we should be encouraged and rewarded for new ways of thinking and being able to prove our intelligence in ways outside of an outdated exam.”

Age 5-12 [Kōrero Mātauranga Youth Voices report]

“The world is changing rapidly - traditional structures of the education system are not flexible enough to adapt to the changing world.”

[Wānanga – national summary]

“School encourages us to succeed, I like how they try and make our future purposeful and help us to contribute back to the community.”

[The Future of Māori Education – Waikato Tainui ki Tuwharetoa Report]

National Education and Learning Priorities:

To achieve this objective, early learning services and schools must:

Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history

Places of learning include our national history and local histories in their curricula to instil a deeper understanding of learner/ākonga identity, the connection to their whakapapa or heritage, and a sense of belonging.

Reflecting both Māori and Pākehā world views in the local curriculum in our early learning services and schools reflects a commitment to Te Tiriti o Waitangi. This allows all learners/ākonga to benefit from a te ao Māori world view. Te ao Māori includes a critical consideration of our collective responsibility to lifelong learning, inherent in the phrase *whenua ki te whenua* (from life to death).

Places of learning provide opportunities for all learners/ākonga to learn about and develop an understanding and appreciation of the diverse cultures and worldviews that are a part of New Zealand society. Learners/ākonga from all cultures are able to see themselves and their culture reflected in the local curriculum and in their learning context.

Tertiary Education Strategy:

To achieve this objective, tertiary education must:

Move the focus of teaching and learning more strongly towards workplaces

Individuals, whānau, iwi, TEOs, industries, employers, communities and Government agencies will need to work together to maximise the opportunities of the changing nature of work. TEOs must reorient their systems towards workplace-focused teaching and learning, and must teach learners/ākonga the resilience and skills to adapt.

The tertiary education system is constrained in its ability to adapt, by systems that reinforce traditional business models. It must respond to workforce changes, including for jobs which are likely to be affected by automation and demographic changes, to support improved employment and economic outcomes, domestically and internationally.

Rethink what we teach and learn for the changing nature of work

TEOs must deliver high quality education for learners/ākonga in early adult life as well as skills development and re-development throughout adult life. This will mean different things across the system:

- » Schools need to value, promote and offer vocational options for their students
- » For foundation education, evidence shows that pre-employment training is often of limited value by itself – it needs to be part of a holistic package of support to help people get into work and learn while working
- » The vocational education and training system needs to adapt to deliver the skills that learners/ākonga, employers, and communities need to thrive, and support ongoing upskilling and reskilling of employees.
- » Within Universities and other degree providers we expect the focus to remain on transferrable, underpinning skills; but shifting the balance within higher-education provision towards a systemic focus on connections with workplaces could mean graduates better match to jobs, and increase our productivity performance
- » The tertiary education system is likely to shift towards shorter packages of training, credentialing of experience-based learning and support for people to shift to emerging occupations

Deliver enabling careers guidance and information

Learners/ākonga need support to make informed study choices to further their aspirations. High quality careers information and guidance is important for lifelong learning and successful pathways into tertiary education and employment. Evidence shows, for disadvantaged learners/ākonga person to person guidance and support is crucial.

Careers advice and guidance needs to be broader than pre-employment education and training. Those displaced from work by economic or technological change need access to high quality careers guidance. This will help them identify where they need to upskill or retrain, and how existing skills and capabilities can be re-utilised towards emerging opportunities.

Encourage TEOs and employers to work collaboratively in upskilling current employees

People in the workforce need to be able to upskill and adapt to change in ways that meets their needs. They tend to have less time and more responsibilities that make it harder for them to commit to full-time education and training.

Increasingly, industry and employers and employees will need to collaborate with TEOs to support their employees to upskill and reskill so they remain employable. Ideally, this collaboration will minimise the risk of worker displacement, and support displaced workers to retrain.

The Government will support this shift by moving resources towards provision that emphasises teaching of employability skills, and transferable skills and attributes (e.g. core competencies/soft skills) that enable learners/ākonga to engage in the economy and society meaningfully as the nature of work evolves.

Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable

What New Zealanders told us:

The work programme and the Kōrero Mātauranga have confirmed that parts of our system need to be strengthened, while other parts need more fundamental reform. In particular, we need to change from a relatively low trust, high compliance system towards a high trust system that is adaptive and responds to the needs of all learners/ākonga and our changing world. Government agencies will need to take a lead role in rebalancing trust across the system.

The design and implementation of these improvements to education for all New Zealanders is implicit in Government's kāwanatanga role and it needs to work alongside tino rangatiratanga, the ability of Māori to have self-determination over their education and be empowered to find local solutions led by Māori.

To achieve this objective, Government is taking action to:

Ensure education provision is in the right place

- » Deliver the National Education Growth Plan to make sure we have environmentally sustainable schools, kura and classrooms where we need them and when we need them
- » Create early learning establishment process so local provision has the right mix of education and language pathways
- » Develop, publish and implement an information and investment framework that grows high-performing TEOs.

Promote interdependence, collaboration and accountability

- » Establish innovation hubs where early learning services can access innovation expertise and research partners
- » Increase monitoring of early learning services
- » Enable and strengthen networks at all levels to work collaboratively, and avoid wasteful competition and duplication.
- » Create a NZ Institute of Skills & Technology so there is a unified, sustainable public network of regionally accessible vocational education
- » Review the Performance-Based Research Funding system
- » Create a single integrated vocational education funding system.

Create a learning system

- » Implement Te Rito to improve data quality, availability, timeliness and capability
- » Implement planned and comprehensive monitoring in early learning.
- » Establish trusted education data protection and use governance and practice.

Realise Māori-Crown partnerships

- » Greater recognition of Mātauranga Māori so it can be better supported and is embedded in governance, leadership and teaching
- » Work with Māori to develop and implement workable Māori-Crown partnerships.

“Governance boards need to be aware of the importance of having members with knowledge of te ao Maori”

[Wānanga – national summary]

“The system needs to be built on the recognition of the Treaty and tino rangatiratanga”

[Wānanga – national summary]

“We need to have a treaty partnership based on trust and mutual understanding.”

[The Future of Māori Education – Te Upoko o Te Ika Report]

“How about a Treaty Partnership model for school boards. A Māori board alongside the board, or an iwi relationship for each board.”

[The Future of Māori Education – Waitaha Canterbury Report]

National Education and Learning Priorities:

To achieve this objective, early learning services and schools must:

Develop relationships with their local iwi and hapū, and communities to align aspirations and strategic direction setting.

Leadership and governance in early learning services and schools demonstrate their commitment to Te Tiriti o Waitangi and tino rangatiratanga. This can be achieved through enabling genuine engagement and partnership of learners/ākonga, whānau, iwi and community in all levels of decision making in the place of learning.

The strategic direction of places of learning is aligned with the aspirations and contributions of whānau and iwi education strategies to achieve authentic and powerful partnerships and accountable connections.

While recognising the unique place of Māori as Te Tiriti partners, places of learning need to also embrace the diversity of cultures, ethnicities and worldviews in New Zealand society. Places of learning reach out to these communities to contribute to local curriculum design and to enable culturally diverse learning opportunities.

Tertiary Education Strategy:

To achieve this objective, tertiary education must:

Recognise and value our unique national identity

Our unique national identity makes us well-placed to succeed as the nature of work changes. Recognising and embracing New Zealand's cultural diversity, including recognition of our Pacific peoples and heritage, contributes to our cultural, social and economic wellbeing and New Zealand's global reputation.

Mātauranga Māori including te reo Māori is a taonga unique to New Zealand. The Crown will meet its responsibility to support Māori to safeguard and develop mātauranga. Fully realising the potential of Māori knowledge, people and resources will benefit all New Zealanders.

Government and TEOs must think beyond conventional ownership, governance, partnerships and funding and quality assurance systems and engage in workable Māori-Crown partnerships to give practical effect to Te Tiriti o Waitangi.

Enhance the contribution of research to the wellbeing of New Zealand

New Zealand's success relies on its connections with the rest of the world. This means tertiary education and research need to adapt and innovate to meet the opportunities and challenges of globalisation and demographic, technological and environmental change.

New Zealand's universities, and higher education research systems more generally, have a reputation for excellence and are well-regarded internationally; mātauranga Māori is regaining a significant presence in education and research; our Pacific research continues to develop domestically and internationally; our educators, researchers/ kairangahau and staff are committed to the people they serve; and, many people from around the world choose to study and research here.

New Zealand's ongoing ability to innovate – educationally, technologically, commercially, socially, and culturally – relies on an enhanced research system. To benefit from these opportunities and challenges requires new approaches in delivering skills, knowledge and research. Enhancing research-led teaching practice is important as are major shifts in system cultures, investment and structures.

Government will focus on excellent research and support research collaboration across disciplines and institutions, including through Centres of Research Excellence. Researchers/kairangahau should ensure their work has impact and creates benefit by meeting industry and community needs. TEOs should continue to build a diverse, sustainable research workforce that is closely-connected to domestic and international research networks.

Annex 1: The proposed Tertiary Education Strategy – Indicative Supporting Actions

The Tertiary Education Strategy – proposed priorities:
Priorities to support Government’s Objective 1: Learners at the Centre – Learners with their whānau are at the centre of education
<i>The TEC must give effect to the TES and NZQA must have regard to the TES priorities. TEOs must show how they will contribute to them in their Investment Plans.</i>
» Make sure tertiary environments are safe, inclusive and responsive

Indicative Supporting Actions *(Example actions, for consultation)*

Action	Responsibility
Review the funding system to include a component that addresses underserved learner/ākonga needs and aspirations, designed to support successful and equitable outcomes	MoE (Ministry of Education)
<i>Further action in policy settings</i>	
Use investment and funding to ensure TEOs act to achieve equity of outcomes	TEC
<i>Further action for TEC or NZQA</i>	
Develop, share and use data analytics and evidence-based practice, to assist TEOs to intervene and support at-risk and underserved learners/ākonga	TEC, NZQA and TEOs
<i>Further action for TEOs</i>	
Put in place robust policies and plans to address racism, bias and low expectations that impact staff, learners/ākonga and their whānau	TEOs
Review and expand current mechanisms to hear and act on learner/ākonga and staff voice.	TEOs

The Tertiary Education Strategy – proposed priorities:

Priorities to support Government’s Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

The TEC must give effect to the TES and NZQA must have regard to the TES priorities. TEOs must show how they will contribute to them in their Investment Plans.

- » **Understand and respond to the needs and aspirations of learners/ākonga**
- » **Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations**
- » **Create a wide range of education options and delivery models to enable lifelong learning**

Indicative Supporting Actions *(Example actions, for consultation)*

Action	Responsibility
<i>Further action in policy settings</i>	
Use investment and funding to ensure TEOs act to achieve equity of outcomes	
Through change policy settings so that foundation learning is part of a holistic package of support to enter, and learn in, work	MoE, Ministry for Social Development, Ministry of Business, Innovation & Employment
Co-design a new vision and priorities to revitalise the Adult and Community Education sector and maximise its contribution to the Government’s education and overall wellbeing agenda	MoE
Develop and implement pathways and transitions for learners/ākonga from Māori medium settings into tertiary education and employment	MoE and TEC
Develop the NZQF to enable lifelong learning and support clearer learning pathways	NZQA
<i>Further action for TEC or NZQA</i>	
Develop, share and use data analytics and evidence-based practice, to assist TEOs to intervene and support at-risk and underserved learners/ākonga	
<i>Further action for TEOs</i>	
Make a sustained effort to lift literacy and numeracy capabilities in Level 3+ learning programmes.	TEOs

The Tertiary Education Strategy – proposed priorities:

Priorities to support Government’s Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

The TEC must give effect to the TES and NZQA must have regard to the TES priorities. TEOs must show how they will contribute to them in their Investment Plans.

- » **Invest in staff in ways that strengthen their practices and align to the needs of learners/ākonga, industry, employers and communities.**
- » **Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.**
- » **Deliver culturally and personally responsive teaching and learning**

Indicative Supporting Actions *(Example actions, for consultation)*

Action	Responsibility
<i>Further action in policy settings</i>	
Use investment and funding to ensure TEOs act to support and develop teaching and learning practice including te reo Māori and tikanga Māori knowledge and skills	TEC
<i>Further action for TEOs</i>	
Actively support and develop teaching and learning practice that is more strongly focused on the workplace, that is culturally and personally responsive to learners/ākonga, including enabling te reo Māori and tikanga Māori knowledge and skills	TEOs

The Tertiary Education Strategy – proposed priorities:

Priorities to support Government’s Objective 4: Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives

The TEC must give effect to the TES and NZQA must have regard to the TES priorities. TEOs must show how they will contribute to them in their Investment Plans.

- » **Move the focus of teaching and learning more strongly towards workplaces.**
- » **Rethink what we teach and learn for the changing nature of work**
- » **Deliver enabling careers guidance and information**
- » **Encourage TEOs and employers to work collaboratively in upskilling current employees**

Indicative Supporting Actions *(Example actions, for consultation)*

Action	Responsibility
Review the funding system, including for degrees, to introduce a stronger focus on work-integrated learning across a broader range of disciplines	MoE
<i>Further action in policy settings</i>	
Develop information and tools to map skills to potential careers and the pathways to achieve these	
<i>Further action for TEC or NZQA</i>	
Actively explore and implement new programmes and delivery models that increase access to work-based learning and shorter credentials, including for displaced workers.	TEOs
Offer more coherent vocational learning packages, pathways and workplace-focussed teaching and learning in schools (to align with tertiary education by referencing RoVE changes	
<i>Further action for TEOs</i>	
Actively support and develop teaching and learning that is more strongly focussed on the workplace	TEOs

The Tertiary Education Strategy – proposed priorities:

Priorities to support Government’s Objective 5: World class inclusive public education – New Zealand education is trusted and sustainable

The TEC must give effect to the TES and NZQA must have regard to the TES priorities. TEOs must show how they will contribute to them in their Investment Plans.

- » Recognise and value our unique national identity
- » Enhance the contribution of research to the wellbeing of NZ

Indicative Supporting Actions *(Example actions, for consultation)*

Action	Responsibility
<i>Further action in policy settings</i>	
Develop and implement a Government response to the PBRF review	MoE & TEC
Develop, publish and implement an information and investment framework that shows how funded places are allocated to high priority provision and grows high-performing TEOs	
<i>Further action for TEC or NZQA</i>	
Develop and implement a plan for all qualifications and graduate profiles to be bilingual, in te reo Māori and English	NZQA
<i>Further action for TEOs</i>	
Actively focus research to support the generation of new ideas, and innovation in New Zealand’s industries and communities.	TEOs

Kōrero

Mātauranga

Me kōrero tātou

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the same time, the fact that the two countries have similar political systems and similar political culture may have contributed to the similar results.

It is interesting to note that the results of the present study are similar to those of the study by Wong and Chan (2001) on the political participation of Hong Kong citizens. This may be due to the fact that Hong Kong and the mainland have similar political systems and political culture.

The present study has several limitations. First, the sample size is relatively small. Second, the data are self-reported and may be subject to bias. Third, the study only examines the political participation of Hong Kong citizens and does not include mainland citizens.

Despite these limitations, the present study provides valuable insights into the political participation of Hong Kong citizens. It suggests that Hong Kong citizens are more politically active than mainland citizens, and that this is due to the fact that Hong Kong has a more democratic political system and a more active political culture.

Future research should investigate the reasons for the differences in political participation between Hong Kong and the mainland. It should also investigate the impact of the political system and political culture on political participation in other countries.

In conclusion, the present study shows that Hong Kong citizens are more politically active than mainland citizens. This is due to the fact that Hong Kong has a more democratic political system and a more active political culture.

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