



# Te Kura Takiwā o Manganuiowae



“Whakaara i te kākano”

“Challenging ourselves to reach our full potential”

“Ko te manu e kai ana i te mātauranga,  
nōna te ao”.

## Goals

Provide a localised, responsive, and flexible curriculum that meets our diverse needs.

## Ākonga

### Actions

Deliver a relevant, localised curriculum.  
Engage students in authentic, meaningful contexts for learning.

“The world belongs to the one who feeds upon knowledge”.

### Outcomes

Our ākonga are confident, resilient and actively engaged in our school, community and beyond.

“Ehara taku toa, i te toa takitahi, engari he toa takitini”.

## Goals

Cultivate an inclusive environment of whanaungatanga, wānanga and ako.

## Whānau

### Actions

Connect with our local marae and communities. Celebrate ākonga success.

“Success is not the work of an individual, but the work of many”.

### Outcomes

Our whānau and community are valued as an integral part of our ākonga learning and success.

“He waka eke noa”.

## Goals

Tikanga underpins our way of being and learning.

## Tikanga

### Actions

Strengthen whanaungatanga through our values of Tika, Pono and Aroha.  
Nurture te Reo me ōna tikanga.

“We are all in this together”.

### Outcomes

Our ākonga, whānau and kaimahi thrive within the culture of our kura.



# ĀKONGA

Goal - "Provide a localised, responsive, and flexible curriculum that meets our diverse needs  
NELP - 1,2,3,4 SIF - 1,3,5,6

**Outcome** - Our ākonga are confident, resilient and actively engaged in our school, community and beyond

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Time frame	Resources	Measure of success against outcomes	Commentary on current whereabouts of steps
1.1 Deliver a relevant, localised curriculum.	<p>Developing local curriculum to support authentic student learning including across curriculum areas.</p> <p>Encourage students to use prior knowledge across all contexts including digital context to create new knowledge.</p> <p>Engagement with mana whenua. Local iwi, hapu and whānau are consulted and included in planning. <b>Community/ whanau and student voice</b> is regularly collected for curriculum design, assessment, feedback, feedforward and next steps. <b>Te Reo me ona Tikanga</b> through whakarongo, panui, korero, tuhituhi, matakitaki, whakaatu, mahi toi - haka,whanaungatanga, tikanga, te marae, turangawaewae, ako, pepeha, Local Maori history / iwi stories, Aligning Matauranga Maori into all subject areas <a href="#">Kia Māori Mai</a></p> <p>Use ākonga achievement data to inform teaching and learning practice. <b>Professional Learning Development for kaiako</b> Curriculum Refresh.(Te Mataiaho) NCEA Changes drama, digitech, film, storytelling etc to encourage students to tell their own stories, KAMAR to use it to its full potential Structured Literacy programme to support early literacy learning, Outdoor education</p> <p><b>Strengthen internal evaluation processes and practices to improve student achievement outcomes</b> Foster a culture of evaluation, reflection, and continuous improvement throughout the school community. Celebrate successes, acknowledge challenges, and encourage innovation and learning from experiences.Regularly monitor progress towards achieving educational goals and targets.</p>	<p><b>All</b></p> <p><b>Te Reo me ona Tikanga</b></p> <p><b>School wide</b></p> <p><b>Teachers</b></p> <p><b>Senior Leaders</b></p> <p><b>Principal</b></p>	Ongoing all year round	<p>Community/ whanau/ hapori/ online/ TKI</p> <p>Gateway</p>	<p>Beg Year /Mid year/End of Year assessment review in Reading, writing and mathematics</p> <p>Assessment practices are consistent across the school</p> <p>100% of teaching staff are able to analyse achievement data, identify target learners and the impact of teaching and learning</p> <p>Teachers build awareness and grow understanding of Understand - Know - Do Approach Whanau buy in and/or help with organising class/ school activities - using their strengths, interests of supporting their child/children</p> <p>Teaching staff understand the background of Te Mātaiaho and have clarity around implementation plans</p> <p>Use evaluation findings to identify strengths and weaknesses, adjust strategies as needed, and track improvement over time</p>	<b>Beg.Year Data Collated and Analysed Y1-10</b>

# ĀKONGA

## Goal - "Provide a localised, responsive, and flexible curriculum that meets our diverse needs NELP - 1,3

**Outcome** - Our ākonga are confident, resilient and actively engaged in our school, community and beyond

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Timeframe	Resources	Measure of success against outcomes	Commentary on current whereabouts of steps
1.2 Engage students in authentic, meaningful contexts for learning	<p>All students achieve high standards of reading and writing, with 80% of students achieving at or above curriculum expectations.</p> <p>The literacy requirements of all learning areas are met or exceeded, unlocking future study and career pathways</p> <p>Embed Relationships First impact coaching for new staff</p> <p>Develop student agency and understanding of progress and achievement to co-construct learning pathways to improve learning outcomes.</p> <p><b>Education Outside the Classroom - Students involved in co-planning-</b> Co-construct planning from student voice, success criteria with akonga, next steps from feedback/ feedforward with akonga.</p> <p><b>Digital Technologies throughout the school -</b> useful tools and apps for educational learning.</p> <p><b>Mentoring from community experts -</b> Demonstrations, Korero, Role Modelling, Alumni visits, CSM</p>	<p>Whole school</p> <p>Y1-13 Physical Education/ Sports Academy Curriculum</p> <p>ALL</p> <p>Teachers / SMT</p> <p>PI - use of community experts</p>	Ongoing throughout the year	<p>PLD</p> <p>Syndicate Meetings</p> <p>KAMAR</p>	<p>75% of students attend regularly (90% of the time) TK will audit attendance across the year and report to SLT</p> <p>Student and staff wellbeing surveys</p> <p>Pastoral / behavioural data</p> <p>Increase in student engagement</p> <p>Increase in School Wide Roll</p> <p>Students have an improved understanding of their progress and achievement.</p> <p>Students co-construct learning pathways.</p> <p>Confident digital citizenship learners</p> <p>Positive impact on local heroes and mentors</p>	<p>Term 1 Attendance data - 75% average schoolwide</p> <p>End of Term 1 - 136 students</p>

# WHĀNAU

## Goal - Cultivate an inclusive environment of whanaungatanga, wānanga and ako

**Outcome** - Our whānau and community are valued as an integral part of our ākonga learning and success

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Timeframe	Resources	Measure of success against outcomes Key Indicators??	Commentary on current whereabouts of steps
2.1 Connect with our local marae and communities	<p>Consultation hui with whānau and community (e.g. Akau)</p> <p>Attend and participate in local events and occasions (e.g. A and P Show, tangi, sports, wānanga, matariki celebrations)</p> <p>Invite local / national speakers (experts / sport heroes) to hui with us asap - Zoom if needed</p> <p>Marae based wānanga incorporating te reo me ona tikanga, whakapapa, pakiwaitara. Ākonga interview and use digital technologies to record and create pakiwaitara and documentaries of localised curriculum</p> <p>Transition days (induction/taster / open day/s) for feeder schools' Year 8s (plus a day for our BAS Yr 8s)</p> <p>Transition day/s (taster day/s) across the school. - Poutama ako Y2-Y3, Y4-Y5, Y6-Y7, Y8-Y9</p> <p>Support PMP (Parent Mentor Programme) -Early Childhood Education- to encourage and prepare new entrants students.</p>	<p>Principal BOT</p> <p>All</p> <p>Syndicate leaders</p> <p>Syndicates</p>	<p>Term 4, 2024</p> <p>Ongoing throughout the year</p> <p>Term 4, 2024</p> <p>Term 4, 2024</p>	<p>External Providers</p>	<p>Attendance by whanau at Design Meetings</p> <p>Pre-planned local events in our school calendar</p> <p>Guest speakers visit our kura and work with our students</p> <p>Create a book with a pakiwaitara relevant to our kura community</p> <p>Attendance to planned transition days by local primary schools</p> <p>Incorporate transition day/s within our own kura in Term 4 when senior students are on study leave.</p> <p>Roll increase in Y0-Y1 class, school readiness for new entrance, smooth induction to school.</p>	<p>-small group of students, teachers, community members attended first hui Dec 23</p> <p>-Draft Plan presented and reviewed by staff and BOT T1 24</p> <p>RK-Waka Ama Training T1 24 RW - Kapa Haka Tutor T1 24</p> <p>-Noho Marae Whangape - introduction to Marae App <a href="#">Tutu Pai Te Puehu Schoolwide Camp 2024</a></p> <p>-PMP want to increase to 2 days a week</p>

# WHĀNAU

## Goal - Cultivate an inclusive environment of whanaungatanga, wānanga and ako NELP - 1,3,

**Outcome** - Our whānau and community are valued as an integral part of our ākonga learning and success

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Timeframe	Resources	Measure of success against outcomes Key Indicators??	Commentary on current whereabouts of steps
2.2 Celebrate ākonga success	<p>Re- incentify our TAP value reward system throughout the kura. <i>All teachers/students/ staff modelling the school values and rubrics- reinforcing expectations and behaviours. Visit other PB4L schools.</i></p> <p>Students and Teachers contribute success stories to newsletters and facebook page regularly</p> <p>Continue to build teacher capacity to differentiate programmes to meet the diverse needs of learners, including those with special education needs</p> <p>The input and aspirations of families of learners with special needs are valued and included in school programme development</p> <p>Children with special education needs are fully engaged in school activities and are making appropriate progress in their learning</p>	<p>BH / All</p> <p>All</p> <p>All staff</p> <p>All staff/ Pastoral Teachers</p>	<p>Term 4 2023</p> <p>Ongoing throughout the year</p>	<p>Human Resources</p>	<p>Decrease in stand downs, suspensions, exclusions.</p> <p>Increased viewing on Facebook page and Website, with positive feedback</p> <p>Measurable academic data improvement</p> <p>Regularly monitoring with LSC</p> <p>Strong relationships with outside agencies, (RTLB, Te Rarawa, Native Performance, Tapuwai Kura-RK, Te Kotiu Academy, Te Manawatahi Hub, School Nurse, SWIS, Mana Ake, Miriam Centre Counsellors)</p>	<p>New PB4L Lead - attend syndicate meetings (jun/sen)</p> <p>A working team to research and prepare for 3 pou school values (IR,PH,BH, Mike, Akau)</p> <p>Waka ama, Rugby Training, NASA Trials, Basketball, Sign Language, Hauora-te whare tapa wha), Diving, Papa Taiao, Term 1 programmes</p> <p>Term 2 - Music Tutor - ukulele / vocals</p>

# TIKANGA

## Goal - Tikanga underpins our way of being and learning

**Outcome** - Our ākongā, whānau and kaimahi thrive within the culture of our kura

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Timeframe	Resources	Measure of success against outcomes Key Indicators??	Commentary on current whereabouts of steps
3.1 Strengthen whanaungatanga through our values of Tika, Pono and Aroha	<p>Acknowledge the implications of the Treaty of Waitangi. Continue to build relational trust and effective participation and collaboration at every level of the school community. Encourage parents to come to school through events and learning activities. To further develop and use the te reo Māori curriculum and to assess progress and achievement for our learners.</p> <p>Start on pou for the kura that represent and reinforce our school values (Tika, Aroha,Pono) PB4L.</p> <p>PB4L Values Posters of appropriate behaviours in spaces of the school e.g. Gym, Corridors, Toilets, Playground.</p>	<p>SLT</p> <p>All</p> <p>All</p>	<p>Term 1, 2024</p> <p>Ongoing throughout the year</p>	<p>2 \$50.00 Pak n Save Vouchers x3 Terms (Jun/Snr)</p> <p>Schoolwide Budget</p> <p>TRM Curriculum PLD</p> <p>School Budget - student/whanau contribution</p>	<p>80% attendance at Goal Setting Meetings, Whānau Hui, Whānau Conferences.</p> <p>Organise Schoolwide Noho Marae.</p> <p>100% students progressed with Te Reo Māori (Year 4 - 8 students show progression in NZCER Te Reo Assessments)</p> <p>Cultural Events represent our school culture Manganuiwaetanga Te Ao Haka Credits awarded Feedback from whanau Video footage available for whanau and akonga</p>	<p>Term 1: attendance to Teacher / Parent Open Day ?????</p> <p>Completed - Whangape Marae Camp 2024</p> <p>Kapa Haka -23 Tane / 19 Kotiro Y7-Y13 (42 akonga)</p>

# TIKANGA

## Goal - Cultivate an inclusive environment of whanaungatanga, wānanga and ako

**Outcome** - Our ākonga, whānau and kaimahi thrive within the culture of our kura

Key Actions	Steps to implement key actions towards achieve outcomes	Who	Timeframe	Resources	Measure of success against outcomes Key Indicators??	Commentary on current whereabouts of steps
3.2 Nurture te Reo me ōna tikanga	<p>Consultation hui with whānau and community</p> <p>Matauranga Māori is incorporated and visible in units of work</p> <p>The use of Te Reo Maori in class for simple instructions, e.g. <i>Homai te rakau</i></p> <p>Hold wananga-based learning</p> <p>Hui a kura-Student Led <i>Tane on the taumata. Whanau teachers to help with Hui a Kura with class to practice te Reo Maori me ona tikanga..</i></p> <p>Community and adult classes to support whānau in their Te Reo journey.</p>	<p>All senior staff</p> <p>All</p> <p>All</p>	<p>Termly</p> <p>Term 1, 2024</p> <p>Ongoing throughout the year</p>	<p>AKAU - 10Y Plan</p> <p>BOT Funded</p> <p>Time</p> <p>Teacher</p> <p>Kapa Haka Budget</p> <p>Human Resourcing</p>	<p>Representation of Maori in the school's physical environment including classrooms and included in the curriculum planning. Te Reo Māori signage visible inside the classroom and outside the classroom.</p> <p>Visible signage and basic usage of Te Reo Maori around the teaching classes and outside the class.</p> <p>TRM Classes are attended by staff</p> <p>100% students able to present their pepeha</p> <p>90% of students able to recite the karakia.</p> <p>100% planning reflect mana whenua Mihi Whakatau to be run by Students.</p> <p>Kapa Haka Roopu perform at the Te Tai Tokerau Secondary Schools Festival</p> <p>The school has connections with local whānau and iwi</p> <p>A strong cultural identity is reflected in our school with te reo and tikanga enriching opportunities for all learners</p>	

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

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

## OBJECTIVES

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

## PRIORITIES

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

**2** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

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

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

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

**5** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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

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

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

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

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

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

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



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



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable


**Actions for schools and kura**

1	2	3	4	5	6	7	8
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Enhance the contribution of research and mātāuranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD<sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

<sup>2</sup> Bring your own device.

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

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Delivering Te Hāhārangau to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākongā</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākongā in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with NetSafe to provide the NetSafe Schools Programme</p> <p>Supporting the Keep It Real Online multimedia campaign</p> <p>Providing resources for teachers/kaiake through The Respectful Relationships toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learners/ākongā wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hāhārangau</p> <p>Implementing Tokairangi to develop local education initiatives with iwi, and Pae Arorangi to support great partnerships between whānau and education services</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Tapasū: Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver Talanoa Aotearoa programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Wātagai as one of their key objectives</p> <p>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</p> <p>Developing a national learning support network plan to support learners/ākongā with additional needs to transition in education</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākongā Māori and their whānau</p> <p>Updating the National Curriculum so Aotearoa New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Wātagai to life in local curriculum</p>	<p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of disputes resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fees-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākongā</p> <p>NCEA change: Special Assessment Conditions</p> <p>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</p>	<p>Extending Te Aho a te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Expanding the delivery of Tauiaki o te Mārao, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākongā</p> <p>Deliver evidence-based, targeted, inclusive Developing Mathematical Communities of Inquiry (DMCI) to schools with high numbers of Pacific learners/ākongā</p> <p>Introducing mechanisms to improve school boards of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher aides to access professional learning</p>	<p>Develop tools and information to support learners/ākongā to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākongā, and support their transition into further education and employment</p> <p>Supporting learners/ākongā post-school through the School Leavers Toolkit</p> <p>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>


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