

NELP: National Education Learning Priorities & MBS Strategic Goals

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.

Strategic Goals & Initiatives with NELP Alignment

Whakatupu Mātauranga

Encourage Academic Growth So That All Our Tamariki Achieve Their Potential

Rangatiratanga - Self Determination

Develop and implement cohesive, visible programmes

Advance the professional development of all staff

Continually review and develop our curriculum in response to MOE/NZC refreshment and weave the principles of Te Tiriti o Waitangi into our school culture

Extend students to achieve their potential

NELP
Priorities 1,2,3,4,5,6,7

NELP priorities 2,3,4



Mairangi Bay School

Wairua

Promote the Wellbeing of Our Students and Staff

Manaakitanga - Ethos of Care

Build the resilience of our tamariki

Ensure clarity and ownership around the school vision and values

Weave MB Way principles into all areas of school life to foster a positive school culture

Encourage a sense of belonging

NELP
Priorities 1,2,3, 4,7

NELP priorities 1,2,3,5,6

Whāia te iti kahurangi

Provide Excellent Opportunities for Our Tamariki to Become Well-Rounded Individuals

Kotahitanga - Unity and Bonding

Nurture the whole child by providing a wide range of rich learning opportunities

Encourage tamariki to contribute, and grow a sense of responsibility

Motivate tamariki to look after each other and be proud of themselves and their school

Foster tamariki to be confident in their own skin and to follow their passions

Whakawhanaungatanga

Foster Productive Relationships Within Our School and the Wider Mairangi Bay Community

Kaitiakitanga - Guardianship

Ensure a culture of inclusivity to recognise and respect diversity

Contribute actively to the Kāhui Ako

Value stakeholders' perspectives and build productive partnerships

Objective 1: Learners at the Centre

Learners with their whānau are at the centre of education

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

Actions kura can take:

At Mairangi Bay School we:

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

- *Investigate equitable opportunities to accelerate, enhance and extend all students*
- *Identify opportunities to develop whanaungatanga within and outside the classroom*
- *Acknowledge the culture of all students by sharing and discussing beliefs, perspectives, success and traditions through learning-focused relationships*
- *Weave students and staff stories into our daily instruction*
- *Provide opportunities to celebrate who we are, what we know and our aspirations for our school, learning and community*
- *Weave resilience strategies across our programme through our PB4L programme*
- *Implement growth mindset strategies through PB4L circle time and co-construct matrix*
- *Create a mentorship programme through the Māori concept of Tuakana Teina*

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

- *Investigate a range of tools to gather feedback to increase community engagement, inclusivity and transparency*
- *Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups*

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

- *Capture student voice and agency to develop a rich and diverse programme*
- *Evolve physical, virtual and learning environments to represent our individual and school tūrangawaewae and tuakiri*
- *Create our school values and expectations visible posters in every class and on our school website*
- *Acknowledge the school values in assemblies - values certificates/ cups*
- *Reinforce our token -tangible reward system and provide free and frequent - celebrations*
- *Connect our school values to real life community/ national role models*
- *Weave our values across our programme and link to our inquiry*

Objective 1: Learners at the Centre

Learners with their whānau are at the centre of education

Priority 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

Actions kura can take:

At Mairangi Bay School we:

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

- *Protect time for teams to collaboratively plan, design and evaluate to ensure high quality school-wide instruction and clear, coherent learning pathways*
- *Identify teacher strengths and apply co-teaching opportunities*
- *Foster learning-focused relationships and reciprocal partnerships*
- *Socialise as a class, team, staff and community*
- *Acknowledge our school identity in our school-wide communication i.e. school assemblies*

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

- *Prioritise teaching and learning in response to an evidence-based approach*
- *Put students at the centre and adapt to meet personal needs to provide equity and excellence*
- *Apply learning-focus relationships so students feel comfortable to reveal challenges and identify opportunities to practise*
- *Listen to student voice, provide opportunities for student agency and student directed learning by*
- *Weave the principles of Universal Design for Learning to ensure equity and excellence. This includes present information and content in different ways, differentiating the ways that students can express what they know and providing multiple means of engagement*

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

- *Follow a collaborative inquiry to identify, analyse, track and monitor progress and adapt to raise student achievement*
- *Include passions and interests for all areas of the curriculum - Sports/ Arts/ Academics/ Leadership/ STEM/ Digital etc*
- *Weave a variety of learning opportunities within and outside the classroom*
- *Localised our programme to connect knowledge, skills and experiences to real life and kaitiakitanga*

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

- *Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups*
- *Develop home-school partnerships through kotahitanga and regular parent teacher meetings, student led conferences, PTA fundraising initiatives, assemblies and learning celebrations*
- *Foster connections with our local business and community groups to value deep conceptual knowledge, skills and expertise*

Collaborate with Māori communities to invest in, develop and deliver Māori- medium learning

- *Foster whānau and iwi partnerships - inviting them to join and participate in our programme*

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner

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

Actions kura can take:

At Mairangi Bay School we:

Work with whānau and Pacific families to identify barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

- *Foster whānau and iwi partnerships - inviting them to join and participate in our programme*
- *Identify opportunities to develop whanaungatanga within and outside the classroom*
- *Acknowledge the culture of all students by sharing and discussing beliefs, perspectives, success and traditions through learning-focused relationships*
- *Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups*
- *Perform in school/outside of school - showcases etc*
- *Refine our buddy class system*

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

- *Use assessment for learning strategies to celebrate success, increase high expectations*
- *Increase opportunity to capture student voice and agency*
- *Offer a variety of opportunities: sporting, cultural, academic, digital, creative and leadership*
- *Include excursions, trips and experiences- in school/ out of school, linked to our programme and learning goals.*
- *Create a varied and diverse curriculum that focuses on student need and teacher/team strengths*
- *Invite opportunities to our school from our local area*
- *Offer extension programme to increase student progress*
- *Create an environment for students to explore, collaborate, and innovate*
- *Apply assessment for learning strategies to provide clarity and self-directed learners*
- *Weave goal setting and reflection across our programme*

Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau

- *Streamline our communications with parents to ensure realistic timely reporting*
- *Identify opportunities to develop whanaungatanga within and outside the classroom*

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner

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

Actions kura can take:

At Mairangi Bay School, we:

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

- *Continue acknowledging and promoting student success through values cups/certificate assemblies, in school newsletters and on our school website*
- *Protect time for teams to collaboratively plan, design and evaluate to ensure high quality school-wide instruction and clear, coherent learning pathways*
- *Foster learning-focused relationships and reciprocal partnerships*
- *Capture student voice and agency to develop a rich and diverse programme*
- *Use solo as a pathway and planning guide*
- *Foster tuakana teina by taking part in whole school or cross school learning activities like sports days, innovation/problem solving days*
- *Participate in developmental afternoons/Discovery/Investigation programmes*

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

- *Co-construct learning goals and self/ peer assessment to identify where students are at and what they need to do next to be successful*
- *Weave kaitiaki, manaakitanga and kotahitanga across our programme*
- *Apply assessment for learning strategies to provide clarity and self-directed learners*

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

- *Co-construct our school pepeha and encourage students, staff and community to identify and celebrate their own whakapapa*
- *Celebrate our diverse cultures through Culture Days, Food Fairs, inquiry programmes and PTA events*
- *Display artwork to celebrate our identify and values*

Objective 3: Quality Teaching and Leadership

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

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

Actions kura can take:

At Mairangi Bay School we:

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

- *Foster whānau and iwi partnerships - inviting them to join and participate in our programme*
- *Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups*

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

- *Weave principles of Te Āo Maori Time, te reo and tikanga across our programme*
- *Develop a house system*
- *Implement tuakana teina by providing clear examples of responsibility, friendships and values by sharing knowledge and skills in and outside the classroom*
- *Develop a student council and peer mentors*

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

- *Follow a collaborative inquiry to identify, analyse, track and monitor progress and adapt to raise student achievement*
- *Foster whānau and iwi partnerships - inviting them to join and participate in our programme*
- *Listen to whānau and iwi perspective through informal and formal discussions, meetings, workshops and focus groups*

Objective 3: Quality Teaching and Leadership

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

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

Actions kura can take:

At Mairangi Bay School we:

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

- *Prioritise teaching and learning in response to an evidence-based approach*
- *Put students at the centre and adapt to meet personal needs to provide equity and excellence*
- *Weave key focus areas from our strategic plan and Kāhui Ako across our planning*
- *Foster a strength-based approach and agency to grow professional/ leadership capability through ongoing coaching conversations*
- *Follow a collaborative inquiry to identify, analyse, track and monitor progress and adapt to raise student achievement*

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Weave key focus areas from our strategic plan and Kāhui Ako across our planning

- *Protect time for teams to collaboratively plan, design and evaluate to ensure high quality school-wide instruction and clear, coherent learning pathways*
- *Identify teacher strengths and apply co-teaching opportunities*

Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

- *Weave principles of Te Āo Maori Time, te reo and tikanga across our programme*
- *Challenge and collaborate with our partner schools to enhance our pedagogical knowledge and school-wide programme*

Objective 4: Future of Learning and Work

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

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

Actions kura can take:

At Mairangi Bay School we:

Support learners/ākonga to see the connection between what they're learning and the world of work

- *Grow community networks and professional connections to grow Mātauranga Māori*
- *Investigate a range of tools to gather feedback to increase community engagement, inclusivity and transparency*
- *Increase opportunity to acknowledge student voice and agency*

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

- *Increase opportunity to acknowledge student voice and agency*
- *Develop a student council to increase responsibilities, gather feedback, lead discussions, school tours, workshops, assemblies and leadership opportunity across our kura and community*
- *Invite students to join our BoT to capture and value student voice*

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

- *Participate in Kāhui Ako workstreams and learning opportunities*
- *Participate in community collaborative events*
- *Challenge and collaborate with our partner schools to enhance our pedagogical knowledge and school-wide programme*
- *Encourage ex-students to return to share their success story*