

**What learners want:
things learners say they want in
the education system**



Easy Read

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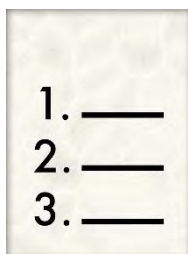
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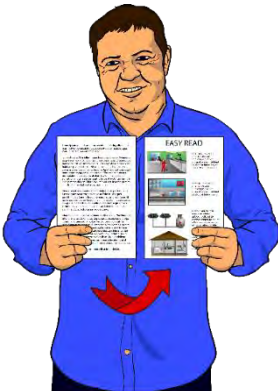
Warning page



This booklet talks about some hard topics.



It is made in Easy Read so it is easy for people with learning disability to read and understand.



Easy Read information also has pictures to help people understand the words.



There are some words and pictures in this booklet that may upset people.

Before you get started



This is a long document.

While it is written in Easy Read it can be hard for some people to read a document this long.

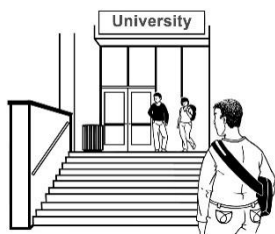


Some things you can do to make it easier are:

- read it a few pages at a time
- have someone help you understand it.

What is this guide about?

This guide looks at what people think is important to the New Zealand **education system**.



The **education system** is made up of things like:

- preschools like:
 - kindy
 - kōhanga reo
- schools / kura
- adult learning places like university / wānanga.

The New Zealand **education system** is looked after by the **Ministry of Education**.



The Ministry of Education is a **government department**.



Chris Hipkins is the Minister for Education.

What is the Minister of Education doing?



The **Minister of Education** wants to make:

- the education system better
- a **Statement of National Education and Learning Priorities**.



The **Statement of National Education and Learning Priorities** will also be called the **NELP**.



The **NELP** will help:

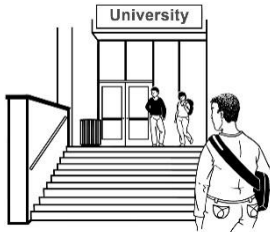
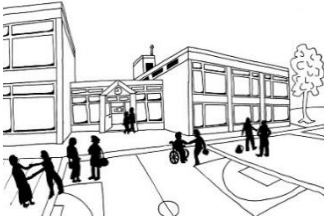
- students / learners
- families / whānau
- teachers
- other people who teach.





The **NELP** will also help:

- preschools like:
 - kindy
 - kōhanga reo
- schools / kura



- adult learning places like university / wānanga
- other places of learning
- government



The **NELP** will help people by telling them what is important to the New Zealand education system.

Who is making the NELP?



The **Minister of Education** is making the **NELP**.



The **Ministry of Education** has:

- talked to 3 hundred and 80 **learners**
- asked them what is important in the New Zealand education system.



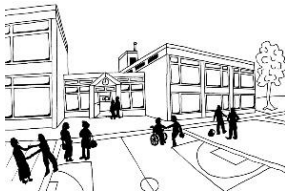
Learners are people who learn.

The 3 hundred and 80 learners
included:



- children
- young people
- Māori people
- Pacific people.





The learners also included:

- people with disabilities
- people with learning support needs
- people who go to school
- people who go to different kinds of schools
- people who live in rural areas

Rural means out in the country.



- people who do not have good access to technology like:
 - computers
 - smart phones.

The 3 hundred and 80 learners
included people of different **genders**.



Your **gender** can be:

- female
- male
- another gender.



People with **another gender** have a different gender to just:

- woman / girl
- man / boy.



People with **another gender** may use words to describe their gender like:

- gender diverse
- non-binary
- genderqueer
- agender
- takatāpui.





The learners also included **intersex** people.

Intersex people have different bodies to the ones people usually think of as:

- female
- male.

The learners included people who:

- like to have relationships with people of:



- the same gender as them

- a different gender to them

- any gender



- do not like to have relationships.



The 3 hundred and 80 learners also included people who are in the **justice system**.



People who are in the **justice system** may:



- have done something wrong
- be in a prison for young people
- have to go to court



- be getting help from:

- police
- lawyers.



What questions were learners asked?



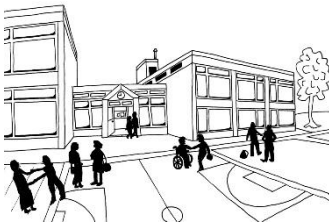
The Ministry of Education asked the learners **4 questions**.

Question 1:



What do you like about your:

- school
- other place of learning?





Question 2:

At your place of learning:

- who helps you learn
- what helps you learn?





Question 3:

How does your place of learning make you feel:

- **valued**
- **included?**



People feel **valued** when they feel:

- people listen to them
- people like them
- they have something they can do:
 - well
 - for other people.



A person feels **included** when they feel part of a group.



Question 4:

At your place of learning:

- what do you want to learn
- what does **success** look like?

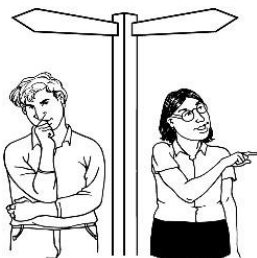
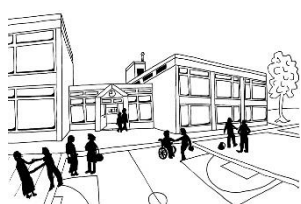


Success means someone leaves a place of learning with the things they need to have a good future.

Things like:

- skills they need
- information
- friends.

What did learners say?



Many learners said they do not like **mainstream education**.

Mainstream education is when a person:

- goes to a regular school
- does regular subjects like:
 - English
 - maths
 - science.

Some learners do **alternative education**.



Alternative education means a person goes to a new place to help them learn.



Learners like alternative education because it helps people learn better by:

- teaching learners in a way that works for them
- getting family to be a part of the learning.



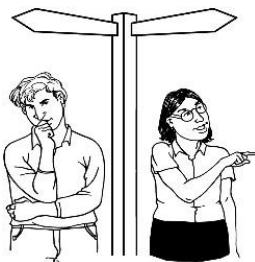
What are the 6 main things learners said?



There are **6 main things** that learners said when they talked to the Ministry of Education.



The **6 main things** are:



1. everybody should feel welcome in a place of learning

2. learners want to learn in ways that work for them



3. learners want more choices

4. learners want good teachers



5. transitions should be easy for learners



6. a place of learning should give everybody their basic needs.

1. Everybody should feel welcome in a place of learning



Learners want to feel **welcome** in a place of learning.



People feel **welcome** when they feel:

- **included**
- **valued.**



A person feels **included** when they feel part of a group.



A person feels **valued** when they feel:

- people listen to them
- people like them
- they have something they can do:
 - well
 - for other people.



People feel **welcome** when they feel accepted by other people.

Learners want other people to accept:

- who they are
- the way they learn
- what they choose to learn.



Learners also feel **welcome** when they are able to:

- ask questions
- get answers to their questions.



Learners also want their family to:

- be a part of their learning.
- to feel welcome in a place of learning.



Some learners do not feel **welcome** in a place of learning when they have to wear a **uniform**.

A uniform means clothes that a learner has to wear.



When there is a uniform the learner cannot choose to wear the clothes they like.



Learners also do not feel **welcome** in a place of learning where there is:

- bullying
- discrimination
- racism
- sexism.





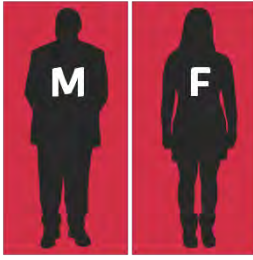
Bullying is when someone keeps being mean to another person.

Discrimination is when someone is treated badly because of something like:

- where they are from
- their gender
- being disabled.

Racism is **discrimination** against someone because of:

- the country they are from
- their culture.



Sexism is **discrimination** against someone because of their gender.



Learners do not feel **welcome** in a place of learning where there is: **favouritism**.



Favouritism is when somebody who is in charge:

- likes some people more than other people
- treats the people they like better.



Most learners want everybody to be treated in a fair way.



Some learners:

- have had thoughts of **suicide**
- know someone who has died from **suicide**.

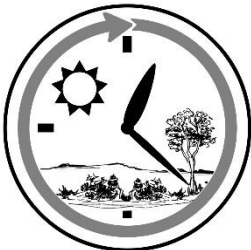


Suicide is a when a person makes themselves die.

Thinking about suicide happens to many people.

Young people may think these things when they:

- are stressed
- do not know how to cope.



Anyone who is thinking about suicide should ask for help.

You can call the Suicide crisis helpline on:

Phone: 0508 828 865

It is free to call.

You can call this number at any time of day or night.



Learners want to feel that their place of learning cares:

- about their life
- about the lives of other people
- about well-being for everyone.



Well-being is when a person is:

- happy
- healthy.

2. Learners want to learn in ways that work for them



Learners want to learn in ways that work for them.

Some learners learn better by:



- being in classrooms
- being outside
- being in quiet rooms
- doing physical activity.





Some learners like it when they do different things like:

- being in classrooms for some of the time
- being outside for some of the time.



Some learners do not feel happy about:

- being in alternative education
- **streaming.**



Streaming is where young people of similar abilities are put in class together.

Abilities are the things that people are good at doing.



Learners feel that people think
alternative education is for people who:

- are not good at schoolwork
- are in classes for people with lower abilities
- do bad things.





Learners in alternative places of learning feel:

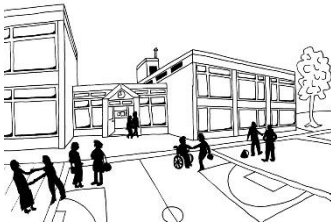
- they have more control over their learning
- they get more help from teachers when there are less students
- they learn more helpful things
- learners should not feel bad about doing alternative education
- more learners may learn better if they did alternative education.

3. Learners want more choices



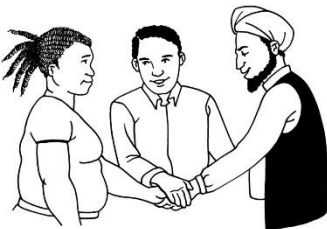
Learners want to choose:

- what they learn
- how they learn.



Learners want more choices:

- at mainstream schools
- that help them connect with their culture.



4. Learners want good teachers



Learners want good teachers who:

- know that everyone has their own way of learning things
- take time to get to know their learners.



Learners said they like to get on well with their teachers.



They want teachers that are:

- helpful
- caring
- able to explain things well.





Learners want teachers who are able to understand their **cultural needs**.

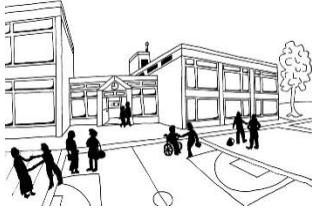


Learners do not want teachers who:

- are mean
- do not let them ask questions
- do not understand their culture.



5. Making transitions easy for learners

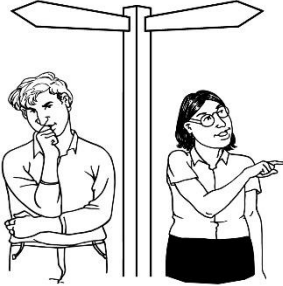


A **transition** happens when a learner leaves a place of learning to go to:

- another place of learning
- work.



Learners want **transitions** to be easy for them.



Some learners worry about going to a new place of learning because:

- they do not want to leave their friends
- they might get lost
- their culture and language may not be welcome in the new place of learning.

Learners said it was hard to move from:



- a place of learning that uses Te Reo Māori
- to
- a place of learning that only uses English.



Some learners who have left a place of learning said they:

- would have liked to stay at their old place of learning
- needed better support to stay in their old place of learning.



Learners want to be given:

- more choices about what they can do when they leave school
- more support to make good choices.





Learners want to be given choices like:

- going to university
- getting a job
- going to alternative places of learning
- doing an **apprenticeship**.



An **apprenticeship** is when a person:

- learns to do a job by doing the job
- gets paid to do the job while they are still learning.



Learners want people to support their choices.

6. A place of learning should give everybody their basic needs.



Learners want places of learning to give people **basic needs**.

Basic needs are the things people need to live.



Learners say it is hard to learn when they are hungry.



Learners need their place of learning to give them food.



Some learners do not feel safe when they use toilets.

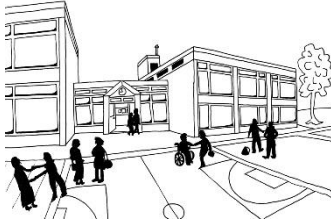
Learners want more toilets for people who:

- have another gender
- are intersex
- have disabilities.





Some learners are worried about the money their families have to pay their place of learning.



Families have to pay money for learners to go to a place of learning.

This money is called **fees**.

Families also have to pay money for things like:



- buses to the place of learning
- clothes learners have to wear at their place of learning



- things learners need for learning like:



- books

- pens



- computers.



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