



Meet our basic needs

One issue related to poverty and the lack of money to meet basic needs:

- » Kids go to school hungry
- » Affordability of uniforms, exams, stationary and travel to school.

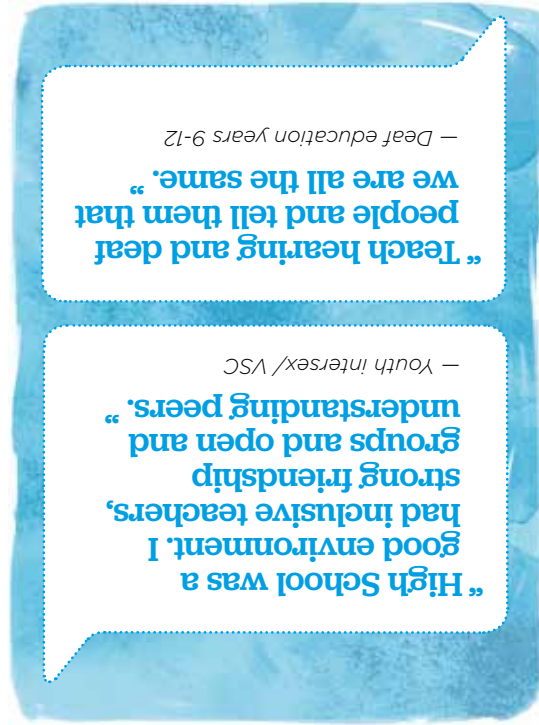


“ My teacher pushes us but in a good way. We work harder in her class because it’s like she’s invested in us. ”

— Pacific secondary LGBTQIA+

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

— Rural youth in training



“ High School was a good environment. I had inclusive teachers, strong friendship groups and open and understanding peers. ”

— Youth intersex/VSC

“ Teach hearing and deaf people and tell them that we are all the same. ”

— Deaf education years 9-12

National Education and Learning Priorities

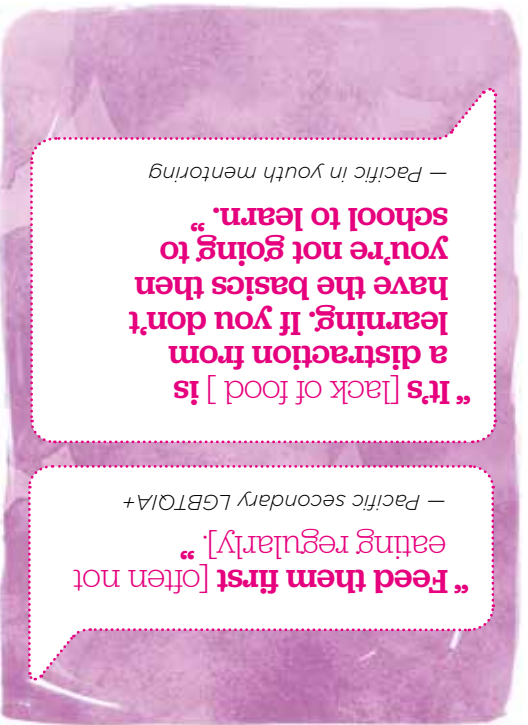


What you told us

Look after our wellbeing and include us

Wellbeing was the most common theme identified, and it meant:

- » A sense of belonging and inclusion is required for effective learning
- » Being accepted for who you are – your identity, language and culture, and that your whānau is welcome at school
- » Uniform issues are a flashpoint and make ākonga feel bad
- » Feeling safe and free from negative behaviours – bullying, racism, sexism, discrimination.



“ Feed them first [often not eating regularly]. ”

— Pacific secondary LGBTQIA+

“ It’s [lack of food] is a distraction from learning. If you don’t have the basics then you’re not going to school to learn. ”

— Pacific in youth mentoring

Teacher quality is important

Teachers make a big difference to learners feeling a sense of wellbeing and belonging:

- » Teachers who are open, caring, fair, passionate, take time to understand and develop relationships are valued. Teachers who tailor learning to each ākonga are valued.
- » However, many learners shared experiences of teachers who aren’t responsive to learner needs, who bully and put down, show prejudice and don’t recognise individual’s identity, language and culture.

Treat our kids like gold

More than **380 ākonga / learners** from alternative education settings and other groups told us about their experiences with education and learning.

For more information on the National Education and Learning Priorities (NELP) go to:

<http://www.conversation.education.govt.nz/conversations/national-education-and-learning-priorities/>

We want broad learning choices

Many of these ākonga did not feel that they had learned what they wanted to or needed to:

- » A full range of subjects was wanted
- » Different ways of learning should be an option
- » Learning in te reo and about te ao Māori was important to many learners
- » Learning about diverse cultures and identities was limited
- » Access to computers and digital learning was limited for some.



“ We get more choice [at alternative education] – we can do all the normal, mainstream subjects. We can choose on how we feel. ”

– Māori youth in Justice system

“ We had Gateway at our school. It was weirdly stigmatized. People didn’t want to do it, but you came away from it with way more skills. ”

– Youth LGBTQIA+

We like diverse learning environments

Tailor our learning environments to what suits us:

- » Different ākonga like different ways of learning, ranging from wanting quiet and computer learning on their own, to wanting group activity and practical hands on learning outside
- » Alternative education settings often provided the best learning experience for these ākonga – yet there was stigma attached to them. Alternative education settings were often accessed only after a difficult pathway out of school
- » Often learning was not tailored to people’s individual needs
- » Streaming, where it occurred, was seen as unfair.

“ People learn differently but teachers all teach the same. ”

– Secondary alternative education



Meet our basic needs

One issue related to toilets and inclusive infrastructure:

- » Toilets don’t work for everyone, some people feel unsafe using the toilets and they can be dirty. There is a need for adequate private gender neutral facilities.



“ I would like the world to have gender neutral bathrooms and toilets. ”

– Caregiver intersex / VSC

“ Toilets: boys and girls toilets, it’s very open, girl’s toilets don’t get cleaned – it affects your confidence. ”

– Pacific secondary LGBTQIA+

“ At secondary they don’t really want to get to know you, so you end up falling behind. ”

– Youth Advisory Group

“ I was at a kura, and then I went to college. For me, that was the first time speaking English. ”

– Māori youth in Justice system

Make transitions easier

Transitions from one type of learning to another or into a different life stage can be hard:

- » Moving from more personal early learning, through primary with one teacher, to secondary with many teachers and more formal learning is challenging
- » Transition from Māori medium needs better support
- » Stand down and expulsion from school has lasting impacts
- » More information and support is wanted to make the transition to work and tertiary learning.