

Improving outcomes for dyslexic learners in tertiary education

ADCET webinar by Mike Styles and Annette van Lamoen

15 September 2021



**Tertiary Education
Commission**

Te Amorangi Mātauranga Matua



**Dyslexia-Friendly
Quality Mark™**

Supporting people
with dyslexia

Ako
AOTEAROA



**E ngā mana
E ngā reo
E ngā iwi
E rau Rangatira mā
Nau mai, haere mai**



To the various authorities, voices, peoples and many leaders - welcome!

Whakatauki

**He aha te mea
nui o te ao?**

What is the most
important thing?

**He tangata!
He tangata!
He tangata!**

It is people!
It is people!
It is people!



Our work



**Ngā
Whakawhiwhinga
Whakaako**

Teaching awards



**Te Tuku-tahi i te
Pūtea**

Research Funding



**Pūtahi
Mātauranga**

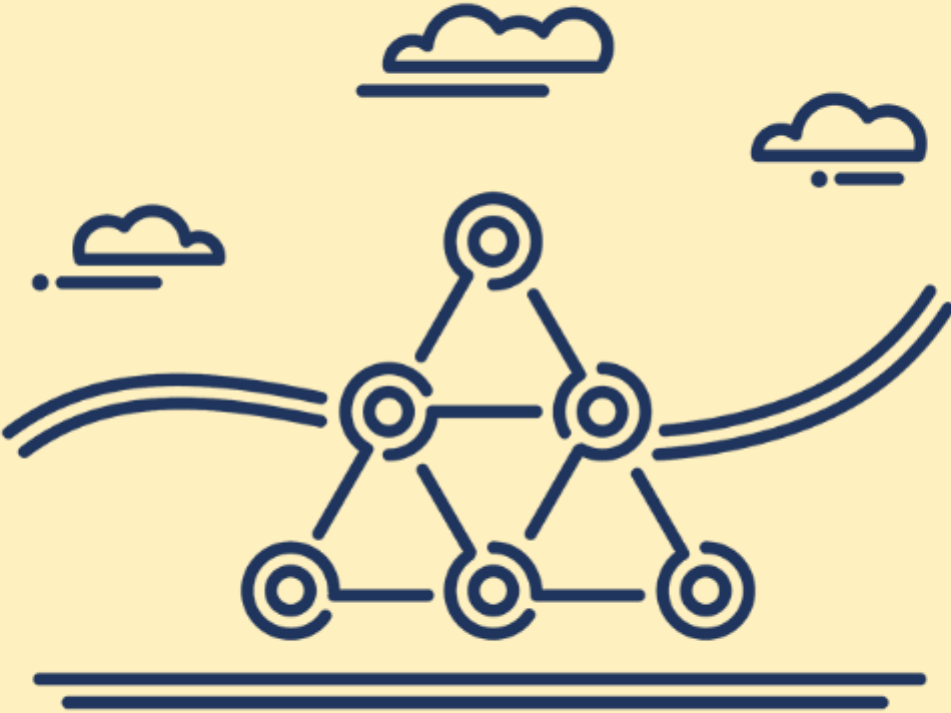
Knowledge Centre



Te Akoranga Ngaio

Professional
Learning

Neurodiversity Community of Practice



Our values



Pūmautanga

We provide stability and trust in the tertiary sector



Māramatanga

We are insightful, with a sound understanding of the tertiary sector



Whakamanatanga

We seek to empower and are guided by Te Tiriti o Waitangi



Awhitanga

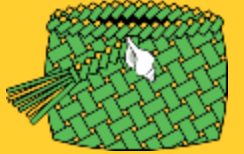
We are inclusive; we value and enable diversity, equity and success for all learners



Whanaungatanga

We value relationships and work with others through positive, productive partnerships

Ako Aotearoa's Adult LLN and Cultural Capability team



New Zealand's Tertiary Education Strategy



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

United Nations Sustainable Development Goals



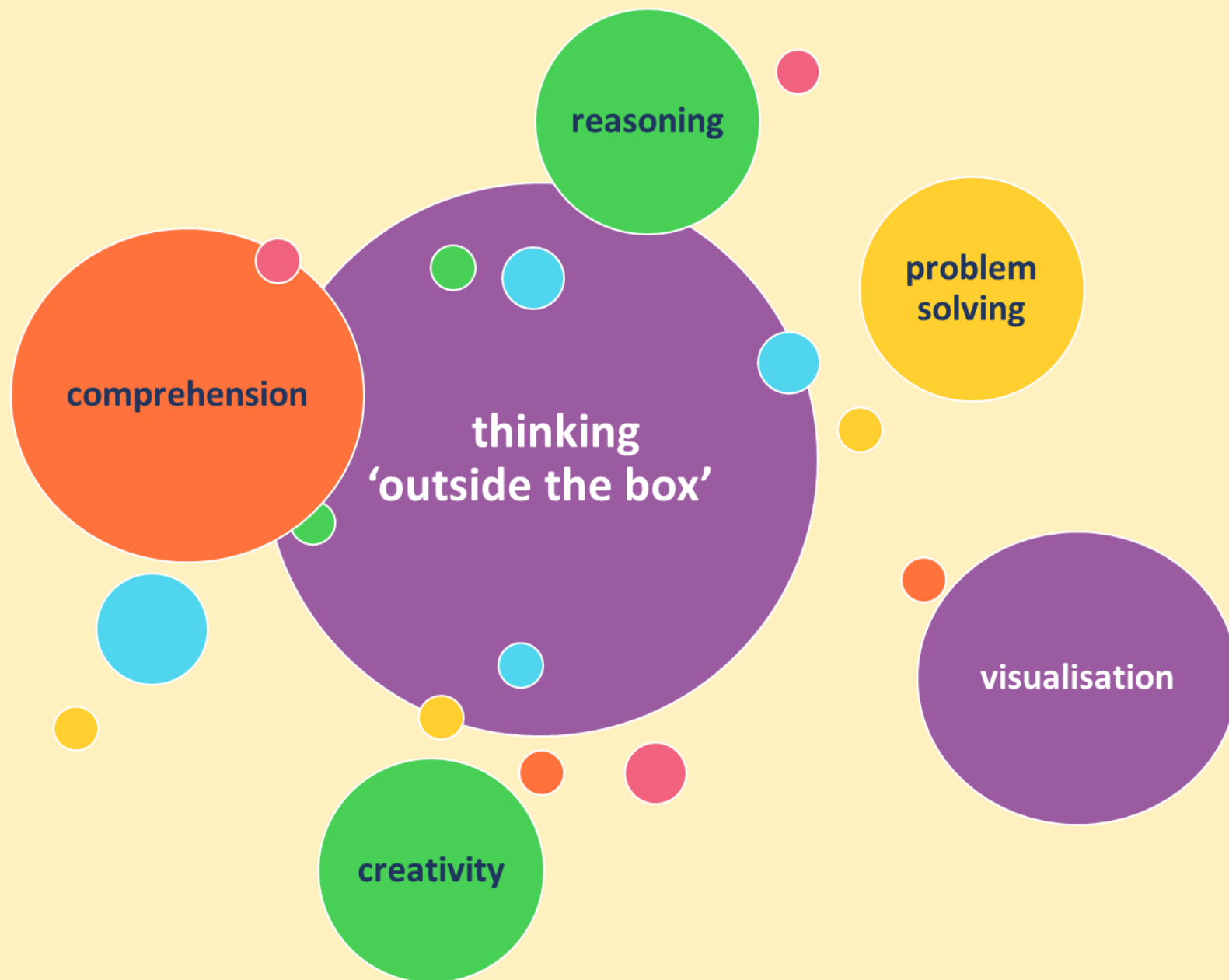
» SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



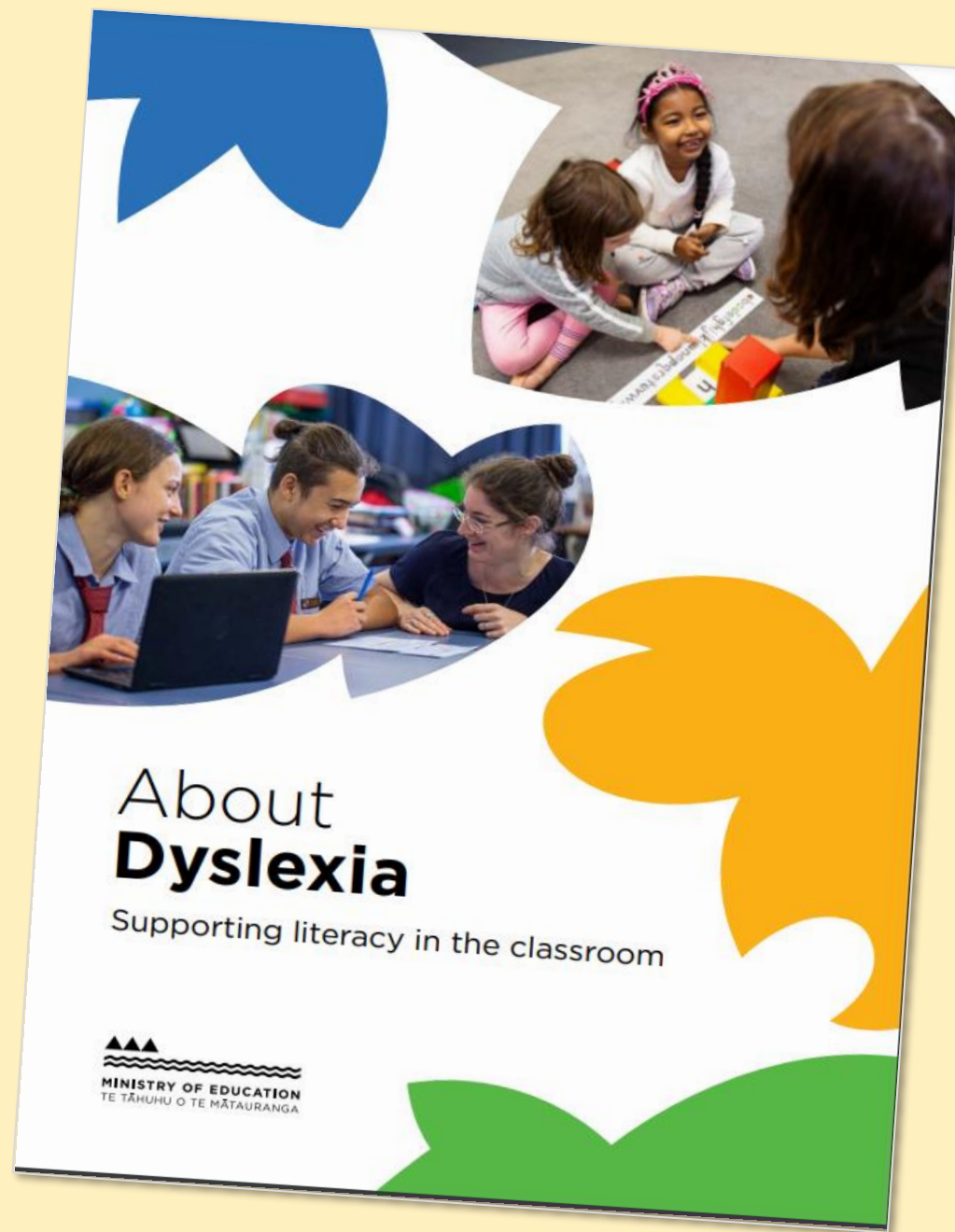
**Support for
learners with
dyslexia is crucial
for their success**



**Learners with
dyslexia have lots
of strengths**



Research shows
inclusive
environments are a
key success factor





ALNACC RESOURCE

Dyslexia - Adult Literacy Numeracy Resources

Literacy and numeracy skills, Educational ou community education, Learning Designs and Supporting learners | Foundation and Bric

Dyslexia resources

Professional development courses



WORKSHOP

An introduction to Supporting learners their potential

Duration | **Pri**
Three-week online course | **Em**

Develop your skills and knowledge tertiary learners with dyslexia and achieve their potential.

A bespoke model for Aotearoa New Zealand



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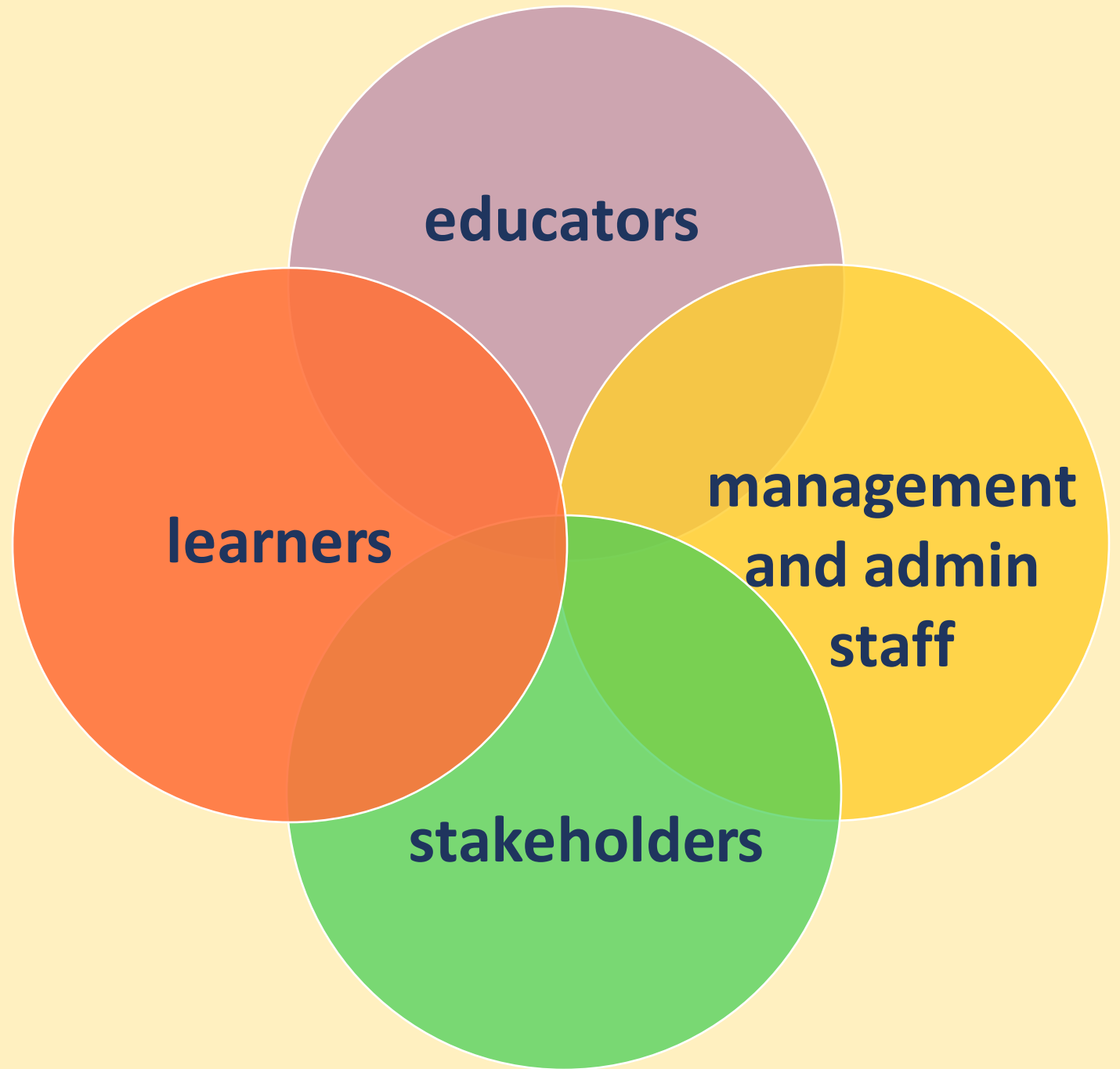
Supporting people
with dyslexia



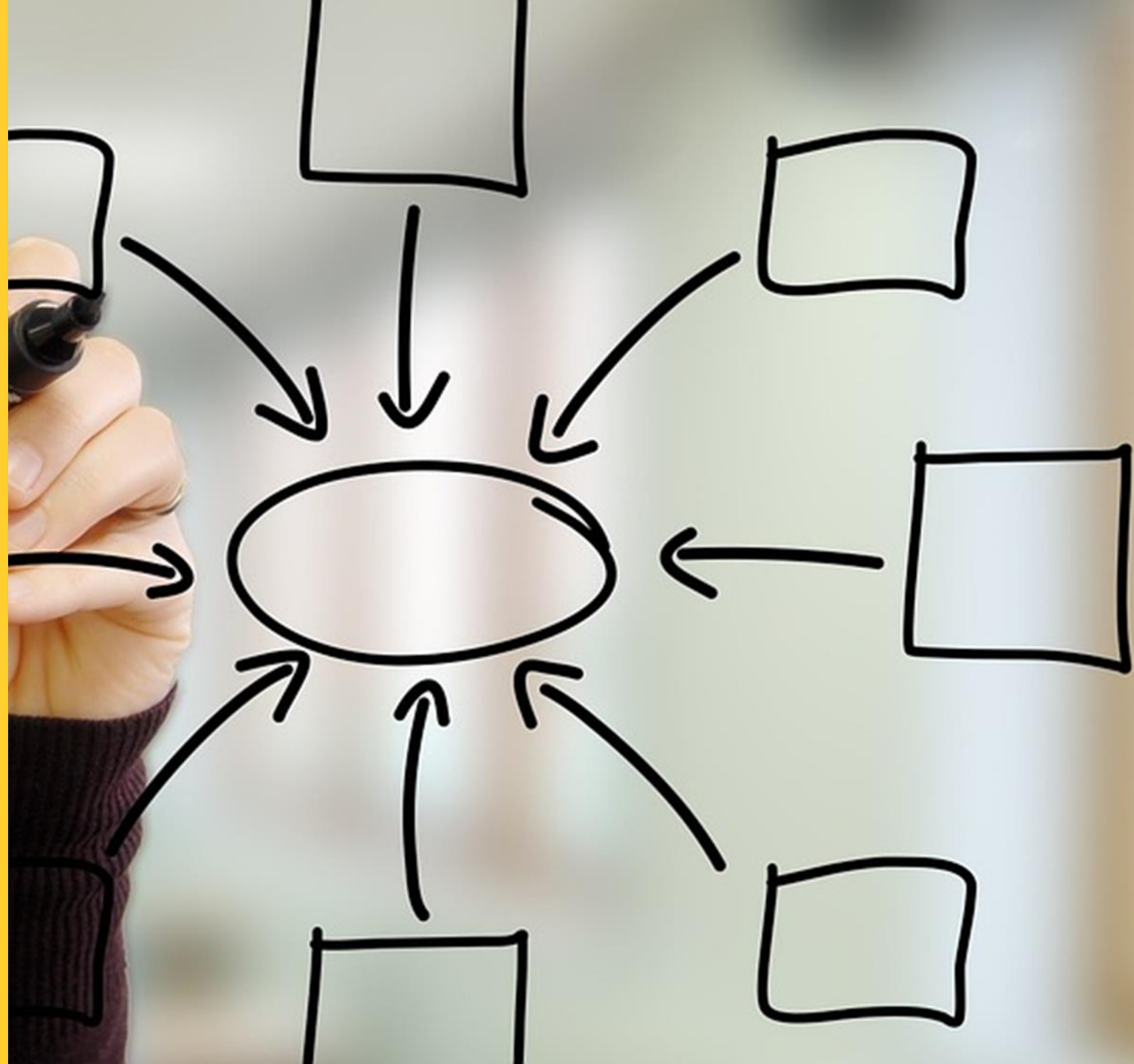
**Te Tohu Kōunga
Whakarata
Tīpaopaotanga™**

He tautoko hunga
tīpaopaotanga

**A whole-
organisation
approach**



Teach the way
they learn





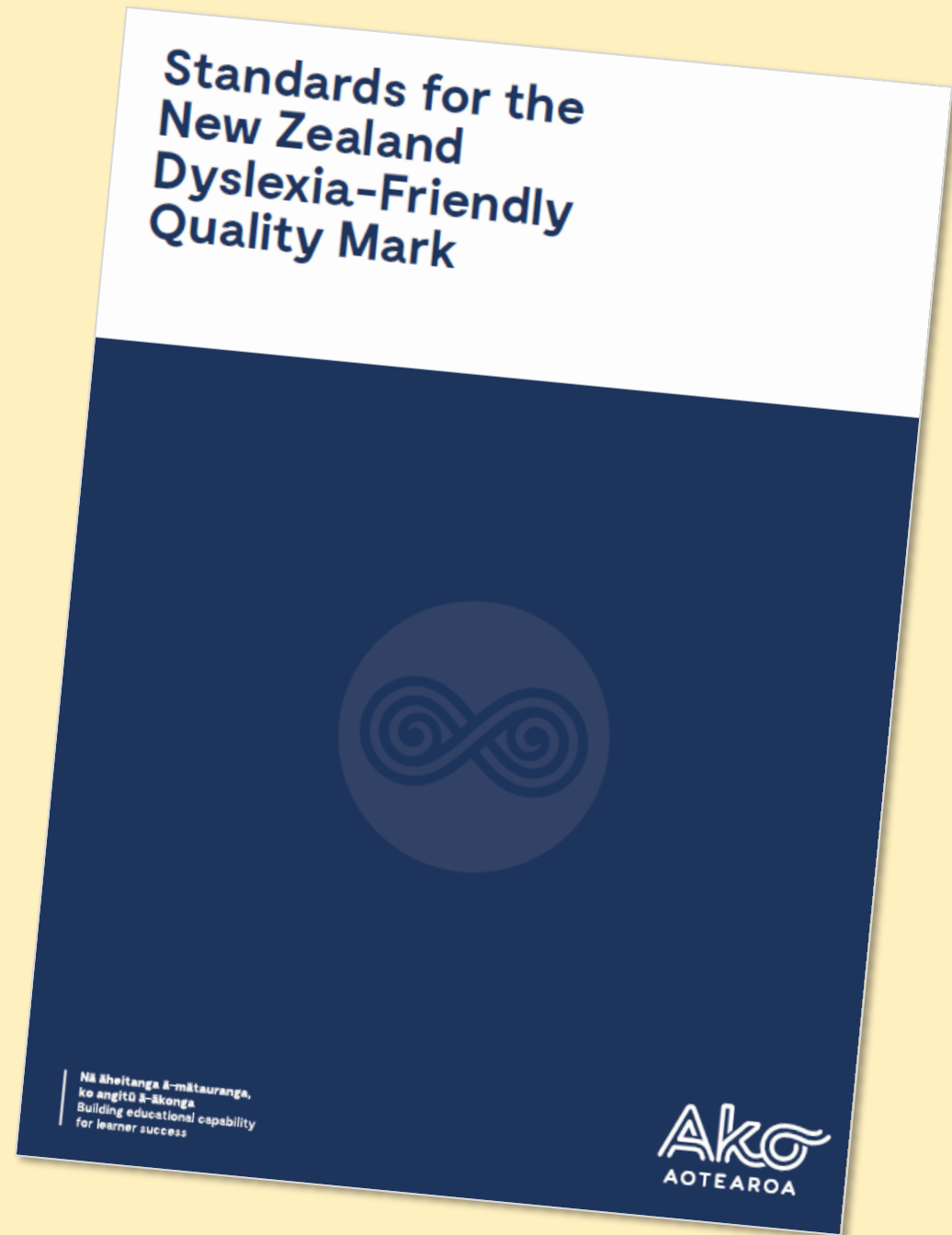
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Supporting people
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Mary-Ellen Mik-Dekker

Centre Team Leader
Capital Training Limited

The DFQM process



The dyslexia-friendly charter



Dyslexia-Friendly Charter

A model

This organisation has taken extensive steps to establish itself as a dyslexia-friendly organisation.

This means that:

- » Dyslexic learners are very welcome to this place of learning.
- » We recognise that dyslexia is a learning difference and we will work hard to meet the needs of dyslexic learners.
- » We understand that many dyslexic learners will not be aware that they have dyslexia. We will work with them in full confidence and support them to undertake a screening or full assessment to identify their status.
- » We will ensure that all staff are aware of the challenges and talents associated with dyslexia and will do their utmost to help dyslexic learners reach their full potential.
- » We will conduct teaching, learning, and assessment activities in a manner that maximises success for dyslexic learners.
- » We will present learning resources and other written material in the best possible format for dyslexic learners.
- » We realise that every learner is different and we will make every effort to understand and meet the individual needs of dyslexic learners.
- » We recognise that success for dyslexic learners requires a whole-of-organisation approach, including: research-based practices, management and leadership, the quality of teaching and learning, the teaching and learning environment, and the organisation's engagement with external stakeholders
- » We recognise that practices helpful for dyslexic learners are also good practices that support learning for all learners.



(Note: This is a model only and each organisation will develop its own charter, according to its own circumstances.)



www.dfqm.nz

Ako
AOTEAROA

**Valid for a three-
year period**



Three trial projects



Te Pae Mātauranga ki te Ao
Universal College of Learning



In summary



- » The DFQM seeks to change the mindset, understanding and behaviour of a whole sector
- » Achieving the DFQM is a rigorous process
- » Organisations need to make a serious commitment to achieving it
- » Provides a benchmark for best practice
- » Point of difference and a focus for marketing and promotion
- » Organisations with the Quality Mark will be leaders and role models in the field



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Nayri nina-tu | Thank you | Kia ora



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