Please note that this document contains words in the Māori language

# Improving outcomes for dyslexic learners in tertiary education

ADCET webinar Presented by Mike Styles and Annette van Lamoen 15 September 2021

## Slide 2:

Photo of New Zealand landscape

## Slide 3:

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!

## Slide 4:

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!

## Slide 5: Our work

Ngā Whakawhiwhinga Whakaako: Teaching awards

Te Tuku-tahi i te Pūtea: Research Funding

Pūtahi Mātauranga: Knowledge Centre

Te Akoranga Ngaio: Professional Learning

## Slide 6: Neurodiversity Community of Practice

## Slide 7: Our values

Pūmautanga: We provide stability and trust in the tertiary sector

Māramatanga: We are insightful, with a sound understandingof 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

## Slide 8:

Photo of the Ako Aotearoa’s Adult LLN and Cultural Capability team

## Slide 9: 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

## Slide 10: United Nations Sustainable Development Goals

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

**Sustainable Development Goals**

4. Quality Education

5. Gender Equality

10. Reduced Inequalities

17. Partnerships for the Goals

## Slide 11: Support for learners with dyslexia is crucial for their success

## Slide 12: Learners with dyslexia have lots of strengths

* Thinking ‘outside the box’
* Comprehension
* Visualisation
* Reasoning
* Creativity
* Problem solving

## Slide 13: Research shows inclusive environments are a key success factor

About Dyslexia: Supporting literacy in the classroom

## Slide 14:

Dyslexia resources

Professional development courses

## Slide 15: A bespoke model for Aotearoa New Zealand

## Slide 16: A whole-organisation approach

* learners
* educators
* management and admin staff
* stakeholders

## Slide 17: Teach the way they learn

## Slide 18:

Short video presented by Mary-Ellen Mik-Dekker: Centre Team Leader, Capital Training Limited

## Slide 19: The DFQM process

Standard for the New Zealand Dyslexia-Friendly Quality Mark

## Slide 20: The dyslexia-friendly charter

## Slide 21: Valid for a three-year period

2021 - 2024 Dyslexia-Friendly Quality MarkTM: Supporting people with dyslexia

## Slide 22: Three trial projects

* KYS: Kapiti Youth Support
* UCOL: Te Pae Mātauranga ki te Ao, Universal College of Learning
* Capital Training

## Slide 23: 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

##  Slide 24:

[www.dfqm.nz](https://ako.ac.nz/our-community/the-dyslexia-friendly-quality-mark/)

## Slide 25:

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## Slide 26:

Nayri nina-tu| Thank you | Kia ora