DARLENE MCLENNAN: Ok, I will make a start. Hello, or kia ora, to our New Zealand colleagues who are joining us today. Thank you for joining us. My name's Darlene McLennan. I'm the manager of the Australian Disability Clearing House of Education and Training, ADCET for short. This webinar is being live captioned. To activate the captions, click on the CC button in the tool bar either located on the top or bottom of your screen. We also have captions available in a browser. Jane will add that to the chat box now. I am on Lutruwita, Tasmanian Aboriginal land. In the spirit of reconciliation, ADCET respectfully acknowledges the Lutruwita nation and also recognises the Aboriginal history and culture of the land. I pay my respects to Elders, past, present and emerging, and to the many Aboriginal people that did not make Elder status. I wish to acknowledge and pay respect to the Aboriginal community that continues to care for our Country. I stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history, and a continued effort to fight for Aboriginal justice and rights, paving the way for a strong future. I also acknowledge all the countries participating in this meeting and also acknowledge their Elders and ancestors and their legacy to us and any Aboriginal or Torres Strait Islander people joining us for this webinar today. For today's presentation, we're heading across the ditch. I don't know if my New Zealand accent was very good there. We're heading over to New Zealand. Last week, New Zealand launched the Dyslexia Friendly Quality Mark, DFQM. It was inspired by a similar initiative in the UK, but tailored for the New Zealand context. It is a holistic initiative that promotes the creation of inclusive teaching and learning environments. We're so happy to have Mike and Annette here with us today as they're going to share their knowledge and experience with us. ADCET is keen to investigate opportunities for a similar initiative here in Australia and as a part of our survey that we will send out to all the participants, we will ask if anybody else wants to join us in that journey. Just before we begin, a few more housekeeping details. The webinar is being live captioned by Lee from Bradley Reporting and it will be recorded. The recording will be on ADCET in the coming days. If you have any technical difficulties, you can email us at admin@adcet.edu.au. The discussion will run for around 45 to 50 minutes and at the end, we will have questions. Throughout the presentation, feel free to use the chat box with us and each other. I would like to encourage you to add what country you're coming to us from today, or lands. If you're wanting to share that information or have a chat with each other, please choose ‘all panellists and attendees’ so we can all read. To make it easier on us to manage the questions at the end of the webinar, we encourage you to add the questions to the Q and A box, not the chat box. This is where we can go to quickly and answer your questions, but also we will have the voting up button enabled so people can actually vote for questions so they raise to the top. I think that's it. Now I will throw over to you, Mike and Annette. Welcome, thank you very much.

ANNETTE VAN LAMOEN: Thank you, Darlene. Kia ora everyone, welcome to our presentation. I would like to start by showing you a very short clip.

[Video]

ANNETTE: Welcome, everyone, and greetings to you all. 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! In the clip we have just shown you, you saw some lovely images of the natural beauty of New Zealand and, of course, it is a bit tricky at the moment to come and visit us in New Zealand, but one thing we can do today is take you along on this journey so that we can show you how we developed our Dyslexia Friendly Quality Mark in New Zealand. We feel really privileged. Mike and I feel really privileged to be able to present this webinar for you today, so many thanks to the people from ADCET for inviting us. As you will know, New Zealand is a bicultural country, so that's why we have extended our welcome in the Maori language today, and it so happens that this week is Maori language week, so we take every opportunity to promote the language. My name is Annette, and I am the ELNEC program manager at Ako Aotearoa, which stands for Adult Literacy, Numeracy and Cultural Capability. I'm co-presenting this presentation with my partner in crime, Mike Styles, and Mike will introduce himself soon. I am going to kick off and then I will pass the baton to Mike. In New Zealand, we like to start our presentations with a Whakatauki, which is a proverb that is appropriate to the theme of the presentation. For this webinar, we have chosen the following Whakatauki. He aha te mea nui o te ao? He tangata! He tangata! He tangata! What is the most important thing? It is people! It is people! It is people! The reason why we have chosen this Whakatauki is that the quality mark is by the people, for the people. Lots of people have been involved in developing the quality mark and we hope it will also benefit many people. Of course, learners are at the heart of the quality mark because we aim to improve the support for learners, but it will reach a much wider group of people. For example, it will help build the capability of educators in this field, so people really are the central focus of this work. Before we start properly, I would like to do a very short poll, maybe Jane can bring up the first question. Thank you. Just one question. This is not a test, it's just a bit of fun to break the ice and get you engaged and warmed up. The question is: what is the official language of New Zealand? There are a few options there. You can choose English, Maori, New Zealand has three official languages or if you're unsure, you can select the last option. So if you'd like to select one of the options, give it a go. Don't worry if you get it wrong because it's not such an easy question. Here are the results. People have done very well. So 13% of you thought that the official language is English, 12% Maori, 55 of you selected the right option, New Zealand has three official languages, because I think we can all guess that English and Maori are two of our official languages, and, of course, our third official language is New Zealand sign language, so well done, everyone. You got that right. Thank you. Okay. I thought what I would do to start with is give you a quick snapshot overview of what we do at Ako Aotearoa because not all of you might be familiar with our organisation. Ako Aotearoa is New Zealand's centre for tertiary teaching excellence. Essentially, what we do is we try and foster learner success through building educational capability and we do this in lots of different ways. For example, one of the things we do is we offer the tertiary teaching excellence awards once a year to celebrate the work of New Zealand's top tertiary teachers. We conduct and commission research. We have a fantastic website with a wealth of resources and we offer professional learning opportunities for tertiary educators. For example, workshops and courses and webinars, communities of practice, events, quite a lot of professional learning and development opportunities. So that's the big picture of what we do at Ako Aotearoa. Just to give you an example, last year we started a neurodiverse community of practice for anyone who has an interest in neurodiversity or expertise in neurodiversity. I'm sure you will be familiar with neurodiversity as an umbrella term for dyslexia and dyscalculia, dyspraxia, autism and ADHD. It is a platform for sharing experiences and resources, research and stories, and we have an online platform. It is just a closed Facebook group and we also meet online about three times a year and invite a guest speaker and the interest in this community has really grown in the past year. We keep adding new members every week and so if any of you are interested, it is a free community of practice. You're very welcome to join. My email address is in one of the last slides so you are always welcome to email me. For us as an organisation, it is very important that all our work is grounded in our organisational values and guided by these values, and I have put our organisational values on the slide just to give you an idea of what they are. We've got Pūmautanga, which is about providing stability and trust; Māramatanga, being insightful; Whakamanatanga, seeking to empower, Awhitanga, being inclusive, and Whanaungatanga, about valuing relationships and collaboration, and the good thing is that the Dyslexia Friendly Quality Mark really aligns with all of these values, so it is a really good fit for our organisation. I thought I would just show you a photo of my team. This is my ALNACC team. From the left, you see Saline and Kristen, myself, Pali, Graham, Damon and May. We have been around at Ako Aotearoa since the start of 2018 and we have been called the ALNACC team for short the Adult Literacy, Numeracy and Cultural Capability team, but that has always been a place holder and we're in the process of developing a new name for our team. Hopefully a shorter name because it is always such a long name, so watch this space. Basically, what we do is we work with tertiary educators to build their cultural capability, but also their capability in teaching language literacy and numeracy, so we kind of integrate those two capabilities, which is working really well for us. On a national level, our work is guided by New Zealand's tertiary education strategy and on this slide, you see the five objectives of this strategy. The first one being learners at the centre, the second, barrier free access, the third, quality teaching and leadership, the fourth, the future of learning and work, and the fifth, world class inclusive public education. Again, what we see is that the quality mark aligns perfectly with our national strategy because the quality mark is all about improving support for learners and removing the barriers to access and building educational capability. On an international level, we are guided by the United Nations Sustainable Development Goals and I'm sure that all of you will be familiar with these SDGs. There are 17 sustainable development goals which are essentially a shared blueprint for a better and more sustainable future for all of us, and for the quality mark, of course, the fourth SDG is the most relevant, which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. New Zealand has committed to the sustainable development goals. I'm pretty sure that Australia's government must have done the same. So this kind of gives you the big picture of where the quality mark sits both at an organisational level for our organisation and on a national and international level as well. The reason why we started the process of developing the quality mark was that we knew that learners with dyslexia tend to not receive the support that they need in education. They often experience all kinds of barriers and usually, this is to do with the fact that there's a lack of awareness and understanding of dyslexia, and in New Zealand, dyslexia wasn't officially recognised until 2007. So that means that teachers are not typically trained in meeting the needs of learners with dyslexia, and we know from the research that proper support is absolutely crucial for the success of these learners. That's why we started this journey. The reason why I'm showing a dark profile of a learner on the slide is that learners with dyslexia tend to hide their difficulties, and that's because they sense that people just don't get it, they just don't understand, and often they don't understand themselves, and they might feel like they don't belong. Yet, we know that learners with dyslexia have lots of strengths in lots of areas, but they can't reach their full potential if their learning needs aren't met. That's why it's so important to raise that awareness and understanding so that they're not misunderstood as slow learners or lazy, but that their strengths are recognised and valued and harnessed. So it's about changing the perceptions of the educators, but also of the learners themselves because you probably know what learners are like, they tend to look at what they're not so good at, but they often don't even recognise what they are good at. So if we can show these learners that their dyslexia is nothing to be ashamed about and that it can be a real asset and that they have lots of strengths, that they don't feel that need to hide any more and they can be proud of their dyslexia. On this slide, I'm showing you some of the strengths that most learners with dyslexia have, they tend to be creative people, good at lateral thinking, they're good at visualisation, so they tend to be really good at thinking in 3D and seeing patterns, recognising patterns much better than the rest of us. They're good problem solvers, good at reasoning. They have lots of strengths, and that's a really important message to them. If we look to the research, there is abundant evidence from research that the best thing we can do for learners with dyslexia is to create safe dyslexia friendly environments, and traditionally, learners had to fit in with the system. They had to adjust to the expectations of the tertiary education system, but we need to flip it so that we are flexible enough to make the adjustments needed to meet the needs of the individual learners, so that it's not the learners that need to adjust to a rigid system, but the system accommodates for the learner, so it's all about giving control back to the learner, but I think I'm preaching to the converted here. So let's try another question, another poll question, if that's okay. The second question is: is there legislation in your country, in Australia, for supporting learners with dyslexia? The first option is, yes, there is overt legislation; option 2, no, we have no legislation; option 3, we have legislation, but it is not effective; the fourth option is if you're unsure. So maybe you can take a moment to answer this question for us. I'm sure once you've had a go, Jane will show us the responses. Thank you, Jane. So that's very interesting, very interesting. 30% of you thought there is overt legislation. Some of you said no, we have no legislation. 38% we have legislation, but it's not effective, so that's quite large number of you, actually the highest percentage says that there is legislation, but not effective. 29% are unsure, so it's not quite clear, and I know that in Australia, of course, it is a bit of a different set up from New Zealand in that you have the State Government and the Federal Government, which is very different from New Zealand, of course, so maybe we should have been a bit clearer in our question, but it is interesting to see that there is not a unanimous response from you that you have overt legislation which is effective. To be honest, it is a similar situation in New Zealand because and thank you, Jane, you can close the responses now. We have some bits and pieces of legislation in New Zealand, but it is not yet effective. The good news is that a group of people in organisations in New Zealand have been working very hard on getting legislation in place and it's called the Accessibility Act and it's going before parliament this month, I think, at the end of September is the plan, and if it is passed, it means that every organisation in New Zealand, not just education organisations, but any organisations, employers and any organisation, has to, by law, identify and remove barriers to access, so once that law is passed, we have that legislative framework, that power, which will really help. I think it will really help to get organisations on board, so it's looking very promising. It's a work in progress. Thank you for doing that poll. Just a few more slides from me and then I will pass you over to Mike. At Ako Aotearoa, we have long recognised this need to build awareness and understanding and we have been developing resources on dyslexia and professional development, workshops and courses and communities of practice, but we realised we need it to do more, that we really needed to move from a deficit model of dyslexia to a more social model and a more strengths based model and that we needed to remove the stigma that's sometimes associated with dyslexia. So what we did was we looked at the United Kingdom to their DFQM and we decided to develop our own quality mark that is appropriate for the New Zealand context. So we have streamlined the process and made it less bureaucratic than the UK model, and I wouldn't say that we've simplified it, but we have hopefully made it more practical and user friendly, and the development of our quality mark has been very much a collaborative process. We have consulted widely with a task group and a reference group and we've talked to a lot of Maori and Pacific people in the tertiary education sector, and we've also conducted three pilot projects with three organisations and Mike will tell you more about those pilot projects soon. On the slide, you can see our lovely new logo which we're very proud of. So we have an English version and Maori version. I will read the Maori version out to you. The DFQM in Maori is Te Tohu Kounga Whakatara Tīpaopaotanga. Tohu meaning symbol, Kounga, quality, Whakatara, friendly, and Tīpaopaotanga is the term that our Ministry of Education uses for dyslexia. We feel that in New Zealand, the quality mark has the potential to be a real game changer because it promotes a holistic whole of organisation approach that requires the buy in from the whole organisation at all levels of the organisation, so that everyone is on board to help create that inclusive environment. So it includes the learners, not just the learners with dyslexia, but all learners. It includes the educators, and that is a very broad concept because it includes the learning support staff and the resource writers and everyone in whatever role people are to support learners. It includes managers, administrators, the marketing and comms people, everyone in the organisation. They all need to do their bit and also all the other stakeholders, such as the families and the learners' families and the community and the board of governance because that leadership is so important. A key aspect of the quality mark is ongoing professional development of staff so that learners are taught well and supported well. The quality mark promotes a multisensory teaching approach that will help dyslexic learners develop their skills. The good news is that what is good for learners with dyslexia is good for all learners, so everyone benefits. What I'm going to show you next is a clip of the three organisations who piloted the process for us, so that you have an idea of what it means for an organisation to become dyslexia friendly.

[Video]

MARY-ELLEN MIK-DEKKER: The reality is there are so many learners, 10% of New Zealand learners do have dyslexia. As a learning organisation or a youth organisation, you really want to be catering to those learners.

STARSHA: As I've got older and I still struggle to read and write, it has been more clear to me that I have dyslexia because it wasn't recognised like it is now.

VICKY BECKWITH: We have a lot of undeserved learners in tertiary and there is a natural gathering of dyslexic students in the practical industries and vocational areas.

MIKE KELLEHER: I think having the Dyslexia Friendly Quality Mark will demonstrate to our learners that we are serious about dyslexia.

RAECHEL OSBORNE: It enhances staff's ability to engage with young people, to understand their needs, and if staff understand what these young people's needs are and how to relate with young people's dyslexia, it is going to be a better outcome for young people.

EFFI KONDOV: I think it's fantastic who it is becoming a part of the Dyslexia Friendly Quality Mark because it just means that we're much more inclusive and it gives everyone equal opportunities to get what they need.

STARSHA: The Dyslexia Friendly Quality Mark has helped me immensely because we've noticed in my handwriting, in my work, the change from when I first started, there's a big difference.

VICKY: It is reassuring for students. They are in a more sympathetic and empathetic environment, helping them to retain their qualifications and move forward in their qualifications to higher levels.

MARY-ELLEN: The Management, administration and every single tutor in the company needs to be able to work with dyslexic learners.

MIKE: This is an area we need to concentrate on. There is a lot more learning that we can do together as a group rather than individually on our own.

RAECHEL: I would say, why would you not do it?

[End Video]

MIKE STYLES: Kia ora, everybody. My name's Mike Styles. I'm the second half of the double act. For my part today, Annette is going to drive the PowerPoint presentation because she is a much better driver than I am. I'm Mike Styles. I am a dyslexia consultant. I have, for many years, worked primarily as a literacy and numeracy manager and more recently, I've specialised in the area of dyslexia and have been fortunate enough to lead several projects and to report on them in conferences around the world. So the slide in front of you shows, on the right-hand side, the standards. The standards are comprehensive, as Annette has mentioned. They cover all aspects of the organisation's operation, and the process that organisations that sign up to the Dyslexia Friendly Quality Mark process have to go through in order to be awarded the mark, exist in four parts. So initially having looked at the standards, they then do a self-assessment, which is a little bit of a needs analysis as to what they are doing already and what they would need to do in order to meet these standards. Of course, some organisations will already be doing some of the good things and we're not asking people to re-do stuff. The second step is on the basis of the needs analysis for self-assessment, organisations produce an action plan, which is what they need to do to change and that would be shared amongst the organisation because there's always bits for everybody inside the organisation to do. Once the standard is considered to be met, the organisation submits a portfolio of evidence to Ako Aotearoa and that portfolio of evidence is evaluated. That's the third step. Then the fourth step is a verification visit, which is where a facilitator like myself or somebody else will visit the institution, the organisation and decide whether or not they have met the standard because here's the thing, and this is very important, a dyslexia friendly organisation ought to be able to be recognised by the look and feel of that organisation. It should be obvious to somebody walking in the door. A feature of the New Zealand model that doesn't exist in the UK model is what we called the Dyslexia Friendly Charter. The Dyslexia Friendly Charter is a public statement, most organisations will have it displayed in their front foyer and on their website. It is a public statement of the organisation's commitment to help dyslexic learners. The first provision of that charter is usually a statement that says that dyslexic learners are welcome here. You and I both know that tertiary education is often shunned by people with dyslexia because they've had such a bad deal in education at primary and secondary level. There's lots of other provisions contained in that charter, but basically it's a commitment by the organisation to follow best practice in terms of what is best practice for learners with dyslexia. The Dyslexia Friendly Quality Mark is awarded for a three year period. Then at the end of that three years, the organisation has got to resubmit a statement to confirm that they're still doing what they said they were doing and hopefully they would have even done more because we would like to think that this is an evolutionary thing that as we learn more and more about dyslexia, the standards and the performance of organisations will slowly improve over time. We road tested all the proceedings with three organisations. That's the names there in front of you. They may not mean a lot to you, but they are quite relevant because the one in the middle, UCOL, is what we call a polytechnic. I think you probably call them TAFEs in Australia. They sit just underneath universities in terms of the academic hierarchy, and then the one on the right, Capital Training I don't know what your equivalent is in Australia, but this is an organisation that provides second chance education and foundation education for people that didn't get it first time around. The one on the left, KYS, Kapiti Youth Support, that is down the road from where I live, is actually what we are calling an education adjacent organisation. So they are a one stop youth support shop for young people from 10 to 24, and they effectively, as such, deal with similar people to what education institutions deal with and they often many of the people that rock up to the youth support are people that are struggling in the school environment and so by having the Dyslexia Friendly Quality Mark, they're able to look at their needs through a different lens, through a dyslexia friendly lens. Thanks, Annette, next slide please.

ANNETTE: Would you like to run the poll question?

MIKE: Yes, what a good idea. Let's have the poll. Here is the question: what is the level of dyslexia support in the tertiary sector where you come from? Here is a multiple choice question. Choice A is: dyslexia screenings are funded; second choice, professional development for educators is funded; third choice, assistive technology is funded; fourth choice, no funding is available; fifth choice, unsure. So those are your choices. I will give you 30 seconds now to respond to the poll question.

DARLENE: It's Darlene here, while we're waiting, Mike, just a reminder, we have a couple of questions that have come through in the Q and A box. If people have any questions for Mike and Annette at the end of the webinar, please put them in there.

MIKE: Excellent. Good point. The responses are: dyslexia screenings are funded, 9%; professional development for educators is funded, 14%; assistive technology is funded, 54%; no funding is available, 21%; 20% of you are unsure. It would be interesting to delve a little deeper into the assistive technology because, of course, assistive technology is as long as a piece of string. It is a very elastic thing because assistive technology comes in many forms. Thank you very much, Jane. Moving on to the next slide, please. Just a little bit of a summary at this stage. The Dyslexia Friendly Quality Mark seeks to change the mindset, understanding and behaviour of a whole sector. I like to think of it in these terms, that it will change dyslexia from being invisible to being visible. Achieving the Dyslexia Friendly Quality Mark is, I believe, what we've got is a rigorous process, but it's not overly onerous, it is achievable, but organisations will need to make a serious commitment if they are going to achieve it. I think on the plus side that it provides a benchmark for best practice. I don't know what it's like in Australia, but many people who teach in polytechnics and community colleges in New Zealand have come from an industry background and they're subject matter experts, but not educators. I believe that it has value for an institution that has it because it presents a point of difference and focus for marketing and promotion, and I lastly believe that those organisations that have the quality mark will be seen as role models and exemplars and leaders in the field. If you could go to the next slide please, Annette. You're looking at a brand spanking new email address there, uh a website address there. It was only launched last week, www.dfqm.nz. That's the official website for the Dyslexia Friendly Quality Mark and that's where you can go to get access to more information about the Dyslexia Friendly Quality Mark in New Zealand. Let me just say to you, there's Annette's email address. Let me just say to you that since our launch last Wednesday, we've had a steady stream of organisations seeking to achieve or to register to work towards achieving the Dyslexia Friendly Quality Mark. We're quite passionate about it. We think that people with dyslexia in New Zealand and, I suspect Australia as well, have had a bad deal in education. It could be argued, of course, that a Dyslexia Friendly Quality Mark should exist at primary school and secondary level, and I wholeheartedly concur with that point of view. It just so happens that in New Zealand, the people with the motivation and the drive and the determination to create this happen to exist at the tertiary level. So we have already had some indications from secondary schools that they're interested, and even more significant, I think, we've had interest from organisations that are not primarily in the education world to see if the quality mark can be extended to their world as well. We have had interest from some government agencies, from some large employers in other organisations beyond education to embrace this idea. So I'm not too sure of the context in Australia, but I do know that it is like the time for dyslexia has finally come. It fits under that wider banner of diversity and it looks like dyslexia and neurodiversity are getting in on the coat-tails of other forms of diversity in New Zealand and I just have to say that I'm particularly excited about that. Are there any more slides? Ah, here we go. Nayri nina-tu, thank you, kia ora. As Annette said earlier, this week is Maori language week, so we're all making an effort to improve our ... here in New Zealand. Thank you very much for listening to our presentation. And we are happy to answer some questions now.

DARLENE: That's brilliant. Thank you, Mike, and thank you, Annette, for a fantastic presentation. Just leading on from the last bit you were talking about the time coming for people with specific learning disabilities, one of the questions is: dyslexia is not a new thing. Why do you think it's taken so long to acknowledge it?

MIKE: I could certainly start the ball rolling there. I understand that there was a select committee hearing in Australia either at federal or state level a wee while ago that largely dismissed dyslexia or dismissed the importance of it. I can confirm in the New Zealand context that the ministry officially denied it until 2007, that we believed in New Zealand, or the official position was that reading recovery program could solve all literacy issues. However, the biggest reason why it has been ignored for so long is that recent research has, I suppose, confirmed the existence of it. So, brain science has led us to a whole new understanding of how the brain works. Human genetics has also explained to us the genetic links of it. So we've been informed by science, I believe, in the last wee while and that's what has led to the changes. The UK has done some very good things, as has Singapore.

ANNETTTE: One of the reasons why New Zealand was so late in officially recognising it was that there was, the philosophy behind it was, that all learners need support and that it's not productive or useful to single dyslexia out as a specific group of people that need extra support. I think that was the reasoning behind it, but they soon found out that it needed to be recognised for these learners to get the support they need.

DARLENE: We have a couple more questions coming through. We also have had some questions coming through prior. Our wonderful presenters have offered to answer many of those questions if we don't get time today and we will post them on the page where this webinar and the recording will be, so people can return back to that. Also after this presentation, we will send out a survey and just encourage people if they want to keep the conversation going to register their interest there. Somebody started the questions with: can we state what dyslexia is and isn't?

MIKE: Well, I could start off with a layman's definition. Dyslexia is a condition where intelligent people struggle with text. They struggle with reading, writing and spelling. We can spend the rest of the day covering a whole range of definitions of dyslexia, but I think that's an entry level one. One of the requirements, of course, for someone to be officially determined to be dyslexic is they need to have had quality literacy instruction. So if you've never been taught how to read but can't read, that's not dyslexia; that's a lack of education.

ANNETTTE: If I could just add to that, we usually determine dyslexia as a learning difference, not so much a learning disability because it is a type of neurodiversity and a difference in how the brain is wired, and what we see in dyslexia is a very distinct pattern of strengths and difficulties which is unique to people with dyslexia, but it is really important to keep in mind that every individual with dyslexia is different. So although there is a distinct pattern that we see emerging for dyslexia, that pattern will be different for every individual, of course, at a profile.

MIKE: Yes, I'm into that.

DARLENE: Yes, another question has come through from Craig, in a nutshell, what are some of the key aids for those with dyslexia?

MIKE: Yeah, that's a really good question. Let me say for a start, that little can be huge, that to assist people to, to let people know that they're not stupid is a very good place to start, but there is some amazing technology out there, some of which is very, very inexpensive, like some apps on your phone. Another thing that makes a really big help is guidance as to how to set up your computer screen and do basic things like changing font sizes, changing font types, changing background colours, all make a very big difference for dyslexic learners, and then there is some sophisticated technology out there like reading pens, smart pens, Dragon Naturally Speaking, which is a top shelf voice-to-text software. There is another bit of software that is great for university and TAFE learners called Audio Note Taker. While it is great for dyslexic learners, it is actually great for learner’s full stop. It helps them organise lecture notes and other things in a way that they can organise their thoughts and memorise it and commit it to their deeper understanding.

ANNETTE Thank you, Mike. A few other things that come to mind for me that are helpful for dyslexic learners are generally allowing more time for tasks, they need more time, allow more time for tasks and assignments, providing structure. Structure really helps and routines. Acquired space to work often helps too, and presenting information in a visual way rather than text, so through PowerPoint’s and clips and graphs and mind maps and things, and generally in teaching literacy, multi-sensory teaching approaches that involve all the senses really helps too. It is more than just catering for their learning needs, though. It's also about catering for the social and emotional needs because learners with dyslexia tend to feel ashamed about the fact that they might have literacy difficulties, and their self-esteem has often suffered through their negative experiences they might have had, so building that rapport with learners and building a safe and trusting relationship is really important.

MIKE: Can I just say a last thing. Annette has just mentioned the time thing and that's very important. For many learners, PowerPoint’s are one of the banes of their lives unless, of course, you give them a copy of the PowerPoint, because Annette mentioned the time issues. Many dyslexic learners report just getting to terms with the PowerPoint slide in front of them and then what is the tutor going to do? He or she moves on to the next slide. That can be a real challenge, so PowerPoint’s are great, but they're even better if they are handed out to dyslexic learners before the session so they have a copy of them.

DARLENE: It's been great. There's been discussion in the chat and Q and A around some of the other ideas around support, technology support, and it was great, Annette, you shared the other supports that are really important. Someone else posted in the post, also, Read and Write is excellent, which I know a lot of TAFEs and universities around the country have site licences for, so if you're a student with dyslexia, check that out. One of the things that I use daily in my work practice is Grammarly, which you can get a free version, or a paid version. I'm learning better as I go, as I'm using more and more, but I must admit, I'm much more confident in sending emails using Grammarly. We've got a couple more questions and only five minutes to go. Hopefully, this one will be quick and I'm going to ask Amelia's at the end because that's probably why we're here today. Can you recommend getting any training or grad cert, or something similar to that, in dyslexia for teachers and academics and so forth? Is there any qualifications that you know around, that people can upskill?

MIKE: Annette will probably want to answer this as well. For the last webinar series that I ran here in New Zealand for Ako, there was one Australian lady who had beamed in from Australia to attend the New Zealand based webinar. So those three one hour webinars made up a series and this one lady, and I don't remember her name, we don't remember everyone's names here in New Zealand, but she did participate in that and Annette may have had a similar experience.

ANNETTE: Apart from that, in New Zealand, what we have got available is in training, while we at Ako Aotearoa offer two professional development courses, Mike facilitated Introduction to Dyslexia course, which is a three-week online course, and I facilitate the Reading Toolbox course which is more about teaching literacy to learners with dyslexia, so it's more of an advanced course, it is a four-week online course which is available to everyone, and we also offer courses on teaching literacy to adults, so things like spelling and decoding and reading comprehension. We have also got a fantastic university paper at the University of Waikato on dyslexia and it is offered by Dr Sue Dymock, who has also written a book on dyslexia, and it is free from our website, called Dyslexia Decoded. It's a free book which you can download from our website. So when you have a chance, check out those resources on our website. They're all free for you to use.

DARLENE: Thank you. We will also put a link to those in our page after this. I posted in the chat that ADCET has a wealth of resources also. We have our page Opening All Options which you can find in our resource section in ADCET which actually provides a huge amount of information for academics and teachers around specific learning disabilities. The one final question I wanted to end on in two minutes: what advice would you give to others thinking about implementing a Dyslexia

Friendly Quality Mark system, like for us in Australia, what are some of the recommendations in how to make it happen?

MIKE: You probably need to develop your own. If we had just taken the British one and tried to apply it to New Zealand, I'm 99% sure it would have failed. Ours has some New Zealand features to it, and while I think Australia and New Zealand are not too far apart, I think you need to develop your own one, maybe on the British model or our model, but you need to put a bit of effort into developing your own one because here is the thing, the journey is as important as the destination. The process you go through to develop it, we have learnt a lot from the participating partners in developing it. We have a much wider understanding. I've used too much time.

ANNETTE: No, I agree with what you're saying. I was just thinking for us, a key success factor in the development was the collaboration and that's the recommendation I would make to you, to talk to people and get everyone's ideas. It is really important to invest time into that and look at the research, of course, and the pilot projects have been very useful for us as well. We learnt a lot. We really refined the process and the online tool through trialling it out, road testing it, as Mike calls it, with the trial organisations. That process has been invaluable. Getting some cultural input as well to see how it affects people with different cultures would be useful, I think, in your context. So generally the collaboration is key.

DARLENE: Thank you. That sounds like one of the first steps that we can take. I encourage everybody to fill in the survey and to identify if they're interested and we can start the steps towards. We're getting lots of positive feedback already in our chat. It's been fantastic to hear from you both. Congratulations to you and New Zealand for this initiative. It's fantastic to see. We look forward to having many more conversations and working in collaboration with you going forward. Thank you.

ANNETTE: Thanks for having us.

MIKE: Thank you very much for having us.

DARLENE: Thank you. Thank you, Lee, for captioning brilliantly and to everybody for joining us today. Have a great day. Take care.

MIKE: Cheers, thank you.

ANNETTE: Bye, bye. Thanks, everyone.