

Aide-Memoire: Whole of TEC approach to improve outcomes for disabled learners

To:	Hon Jan Tinetti, Associate Minister of Education
CC:	Hon Chris Hipkins, Minister of Education
From:	Paora Ammunson, Deputy Chief Executive Ōritetanga Learner Success
Date:	28 October 2021
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Purpose

1. This aide-memoire provides an overview of the Tertiary Education Commission - Te Amorangi Mātauranga Matua (the TEC) and the Ōritetanga Learner Success approach to improve outcomes for disabled learners.
2. This information is being provided in advance of the TEC Chief Executive, Tim Fowler, scheduling a meeting with you would to discuss our approach to improving outcomes for learners with disabilities in more depth.
3. We recommend that this aide-memoire is proactively released in full.

Our role as stewards of the tertiary education and careers systems

4. As a Crown agency under the Crown Entities Act 2004, the TEC leads the Government's relationship with the tertiary education sector in Aotearoa New Zealand and provides career services from education to employment. Our role as stewards of the tertiary education and careers system is to shape the system by investing in tertiary education, creating higher learning to work connections, and sharing information and insights. Delivering on our role requires us to continually understand the changing needs of learners, communities and employers.
5. Our organisational strategy is built around empowering every learner to succeed in their lifelong learning and employment journey. A key element of learner success is ensuring all learners are equipped with the skills needed by employers and communities. To deliver for all learners, we have identified five mutually supporting actions:
 - build tertiary sector capability;
 - deliver a vocational education system for the future through the Reform of Vocational Education;
 - deliver skills and equity-focused careers services;
 - create responsive skill development opportunities; and
 - build a learner-centric funding system.

6. We are required to give effect to the Tertiary Education Strategy (TES), which sets out the Government's current and medium-term priorities and long-term strategic direction for tertiary education. It is intended to address economic, social and environmental goals and the development aspirations of disabled learners. We have a role in building the capability of Tertiary Education Organisations (TEOs) part of giving effect to the TES.

Realising a transformational change to achieve system-wide equity

7. Developing a tertiary education system that works well for all learners is complex, as it requires coordination across a wide range of areas. Interventions that agencies and TEOs have implemented over the past are not making the change necessary for actual system-wide gains in equity and learner outcomes. This is particularly the case for disabled learners.
8. There are compelling domestic and international examples that show we can make a significant difference in learner success. Based on this evidence, we have developed a Learner Success Framework (attached as Annex Two) and Learner Success Diagnostic Tool (attached as Annex Three) for the Aotearoa New Zealand context.
9. The TEC Ōritetanga Learner Success approach is about understanding all learners and their needs and aspirations and supporting TEOs to intentionally redesign their organisations with learners at the centre. This means ensuring that all TEOs genuinely understand what drives disabled learner attrition and adjusting their delivery models to address these factors. Success will only occur when TEOs take a whole ecosystem approach to learner success.
10. We are now looking to implement the Ōritetanga Learner Success approach at scale. This will be the first higher education programme of its kind at a nation state level. To ensure we support TEOs, we will also need to change our own TEC operating model to be more equity-minded, culturally affirming, learner and whānau centric in how we work.
11. A fuller briefing (reference B-21-00459) on the TEC Ōritetanga Learner Success approach to realise system-wide equity in the tertiary education sector is attached as Annex One. We would value the opportunity to outline how this approach will work to support disabled and high needs learners in higher learning.

Specific supporting approaches to improve the tertiary experiences of disabled learners

12. To encourage and support TEOs to take a systematic approach to improve outcomes for disabled learners, we have initiated a new requirement for TEOs to develop a Disability Action Plan (DAP). A DAP is a strategy for changing practices of TEOs to improve outcomes for disabled learners in their education journey.
13. The work taken to develop and implement a DAP will play a critical role in TEOs developing an informed understanding of the needs of disabled learners. This deeper understanding can help TEOs establish a blueprint for change through proactive and robust approaches. In addition, the creation and implementation of a DAP and the subsequent improvement in outcomes for disabled learners will also help TEOs give effect to the TES.
14. The key resource to support TEOs with their DAP development is the Kia Ōrite Toolkit, a New Zealand code of practice for disabled learners. The toolkit aims to assist a whole of organisation approach in taking responsibility for implementing the DAP. The toolkit consists of five sections to help TEOs apply good techniques throughout a learner's journey, including management and learning support implementation guidelines to implement best practices.

15. A TEO's DAP must show clear evidence that they use various processes and measure their progress against the Kia Ōrite Toolkit and the best practice standards described. The successful implementation of a DAP will not only positively support disabled learners and staff but will also ensure TEOs improve outcomes for this significant demographic group of learners.
16. In addition to the introduction of the DAP requirement, and the supporting Kia Ōrite Toolkit to improve systemic response, we are providing online resources to support TEO's targeted response to neurodiversity.
17. The TEC has also funded the development of the Dyslexia Friendly Quality Mark (DFQM). The DFQM is an initiative to help neurodiverse learners know that an organisation is a safe place for them, where they understand and meet their needs. Developed by Ako Aotearoa the DFQM will recognise organisations that take a strategic approach to creating an inclusive environment for learners, trainees, or clients with dyslexia.
18. Wider resources have also been produced for the sector and are hosted on the TEC website <https://www.tec.govt.nz/focus/our-focus/oritetanga-tertiary-success-for-everyone/neurodiversity-resources/dyslexia-resources/>.
19. Over the coming months we will provide more content focused on other neurodiverse presentations. Further resources are being developed with input from the relevant peak bodies and disabled people.

Next steps

20. The TEC officials would like to work with your office to coordinate an agreed time for our CE Tim Fowler to meet with you to discuss our work further and to ensure we are supporting your ministerial priorities.



Paora Ammunson

Deputy Chief Executive, Ōritetanga Learner Success

Tertiary Education Commission Te Amorangi
Mātauranga Matua



Hon Jan Tinetti

Associate Minister of Education

28 October 2021

 03 / 10 / 2021

Annex Two: Tertiary Education Report: Ōritetanga Learner Success

Annex Two: Ōritetanga Learner Success Framework

ŌRITETANGA LEARNER SUCCESS

MĀ TE MAHI NGĀTAHI, KA ANGITŪ
SUCCESS REQUIRES ALL OF US TO PLAY OUR PART



Tertiary Education Commission
Te Aho Matua | Mātauranga Māori

MAKING SURE IT LASTS

Understand how

Develop data, systems and procedures to enable TECs to identify when extra services need to be deployed

Ongoing advising touch points & methods and policies – enrolment support & outreach, first year program planning, goal setting

Develop holistic service support models, responsive to where learners are on their journey

BUILD ORGANISATIONAL CAPABILITY & COMMITMENT

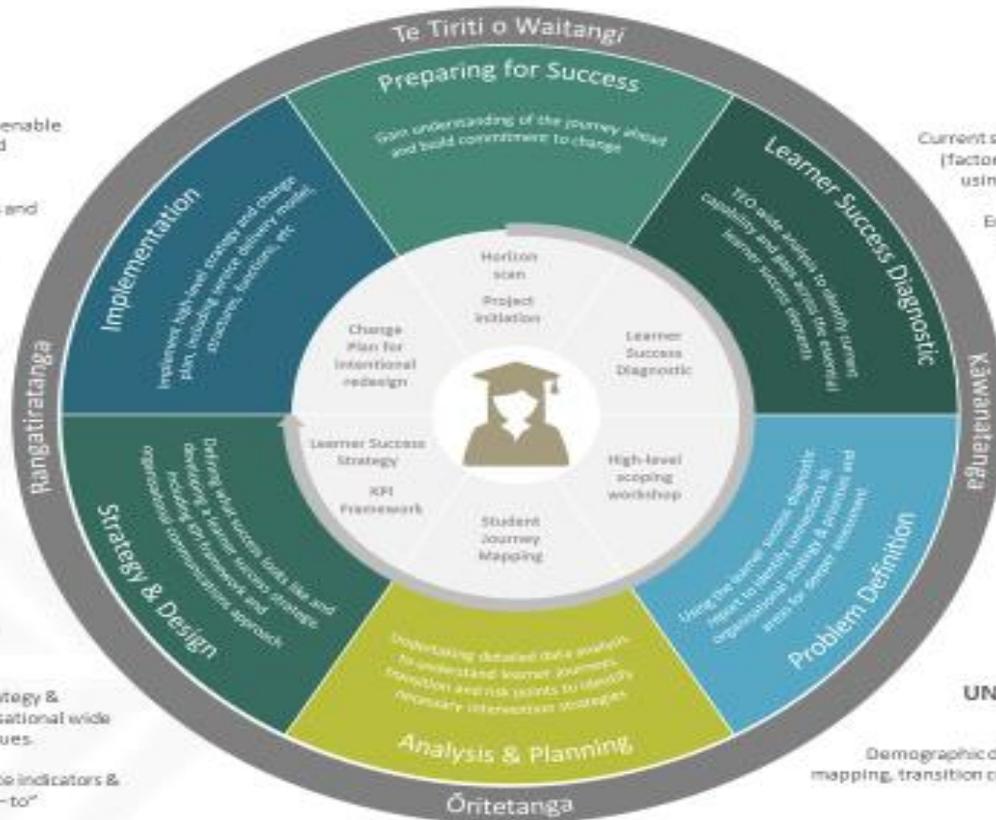
Understand what

Develop a cohesive Learner Success Strategy & develop a change plan to ensure organisational wide input into learner success vision and values

Establish a baseline for lead performance indicators & develop learner success strategy “from – to”

Understand when

Develop design & implementation roadmap



CREATING AWARENESS & DESIRE FOR CHANGE

Understand why

Current state - analysis of learner success maturity (factors that impact participation & completion) using “whole of system” capability diagnostic.

Engage stakeholders and make the case for change by creating awareness of current Maturity levels and the relationship to current performance and future direction and strategies

UNDERSTANDING LEARNER NEEDS

Understand who

Demographic data analysis using cohort student journey mapping, transition connection and progression & completion. Develop risk segment cohorts.

Plot risk and attribution points. Assess effectiveness of current interventions and usage against risk segments (use of self-reflection documents and EER)

Develop end-to-end strategies & interventions aligned to attribution points: transition, connection progression & completion

Annex Three: Ōritetanga Learner Success Diagnostic Tool

ŌRITETANGA LEARNER SUCCESS MĀ TE MAHI NGĀTAHI, KA ANGITŪ
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Ōritetanga Learner Success approaches: 7 key areas of capability

