



UDL in Vocational Education in Aotearoa New Zealand

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Unitec | Te Pūkenga

Outline

- Introductions
- NZ & Te Pūkenga Context:
Governmental initiatives; Unitec's
Disability Strategy & Action Plan
- UDL at Unitec
- Challenges
- Goals



Te Pūkenga

- Translation: ‘to be proficient or skilled in particular roles’
- Te Pūkenga: is a new, unified network; combining New Zealand’s
 - Institutes of Technology and Polytechnics (ITPs)
 - Industry Training Organisations (ITOs).
- Offers a flexible learning approach: on-the-job, on-campus, and online.
- Designed to meet the needs of both learners and employers



Unitec

- Located in Auckland with 2 campuses
- Offers diverse courses
- Founded in 1976 as Carrington Tech Institute
- Main campus was formerly the site of the Whau Lunatic Asylum (later renamed Carrington Hospital)
- Special focus on [Te Noho Kotahitanga values](#); both Unitec and Te Pūkenga are Tiriti-honouring organisations

Te Noho Kotahitanga is Unitec's partnership between Māori and non-Māori and encapsulates our values:



Together they speak to who we are, how we treat each other and how we hold ourselves accountable for our behaviour.

Background: TEC (Tertiary Education Commission)

- TEC: Funds education & mandates Disability Action Plans (DAPs).
- New 2022 Requirement: DAPs align with UN Disability Rights.
- Goal: Prevent discrimination, improve outcomes for disabled learners
- Support: DAP Guidance & Kia ōrite toolkit.

Tertiary Education
Commission
Te Kaitiaki Mātauranga Matua



Disability Action Plans

A guide for the tertiary
education sector

Whaikaha ministry

- Whaikaha - Ministry of Disabled People is a new New Zealand ministry.
- Aims to transform the disability sector through true partnership.
- Collaborates with the disabled community and Māori.
- Aligns with principles of Enabling Good Lives and Te Tiriti o Waitangi.
- Focuses on improving system navigability and accessibility.
- Leads in coordinating cross-government policy for disabled community needs.



Mana Whaikaha
Enabling Good Lives

Unitec seizes the opportunity

- Significant advancements: in NZ's education and disability sectors, new directives from the TEC emphasizing Disability Action Plans...
- Unitec leverages this momentum.
- Creates its own Disability Strategy Project and Disability Action Plan.
- “Nothing about us without us” – our key rallying cry

Unitec Disability Strategy, Student as Partners

Nothing about us without us

Unitec Ākonga Whaikaha panel



James, (Computing), Ana (Applied Science), Anna (Quantity Surveying), Louise (Social Practice), Jay (Quantity Surveying), Vincent (Construction Mgt) & Lotolagi (Architecture)



Disability Strategy

2022 – 2024



8. Leadership

Disabled learners and staff have opportunities to demonstrate leadership. Decision making on disability issues is informed by robust data and evidence. We have an organisational culture that recognises, and values disabled people.



7. Choice and control

Disabled learners and staff are actively involved in the development of policy and processes. Information is accessible and timely to facilitate participation, contribution and informed decision making.



6. Attitudes

Disabled learners and staff are treated with dignity and respect as individuals and can realise their individual potential. Through education and action, we reduce and eliminate stigma and discrimination.



1. Education

Disabled learners and staff have access to the full range of educational and employment opportunities to maximise their learning and career development.



2. Employment

Disabled learners have the skills, knowledge, and pathways to succeed in work. Disabled staff have a safe, accessible, equitable and inclusive workplace. We are an employer of choice for Disabled people.



3. Health and Wellbeing

Disabled learners and staff have a safe, supportive, and empowering environment that supports both physical and mental health.



4. Rights protection

Disabled learners and staff participate in environments free from all forms of discrimination and harassment, consistent with relevant legislation, National Strategies, and institutional policies.



5. Barrier free access

Barriers to accessibility are properly identified, addressed, and removed. Adopt Universal Design principles and practice across all environments.



*Manaakitanga, We are EXCELLENT, We are CONNECTED, We are REAL,
Kaitiakitanga, Mahi Kotahitanga, Ngākau Māhaki, Rangatiratanga, Wakaritenga*

Unitec Disability Action Plan (Key points)

Equal stakeholder involvement: Co-led by disabled ākonga/kaimahi

Data-driven: Identifying barriers via research

Best practices: Mapping and making sector-specific recommendations

Tracking: Monitoring performance metrics

Policy: Inclusive learning and guidelines

Support efficacy: Ongoing, adaptive support systems

UDL and Inclusive Teaching

7. Provide comprehensive, robust and recognised training for staff on disability confidence and **Universal Design for Learning**

In 2021-2022: provided onsite and online all-staff training workshops on:

- on specific learning difficulties: scenarios, approaches, signs
- how to approach talking about disability and/or neurodiversity
- memory
- UDL
- learning and teaching
- assessments

What are the benefits of ... ?

1 Providing exemplars	2 Having clear marking criteria	3 Preparing students for assessments	4 Aligning assessments to learning outcomes
5 Giving timely feedback	6 Giving a choice of assessments	7 Delivering formative assessments	8 Giving students trial runs or mock tests
9 Using a variety of assessment methods	10 Pre & post-moderating assessments	11 Listening to students' feedback	12 Doing your own assessment
		13 Embedding ILT activities	16 Assessing only the learning goal



UDL and inclusive teaching, 2023 iteration

Trainings evolved into targeted 'Teaching inclusively' training workshops e.g. with Trades



Disability Confidence 101, E-learning module is compulsory

Challenges and Goals

Challenges:

- the uncertain space at Te Pūkenga
- change management
- high attrition of staff and key collaborators

Goals: To set up UDL CoP in tertiary education focusing on vocational education, but to also include vocational education & training; universities; PTEs and wānanga

Any ideas or advice??