

# The Kia Ōrite Toolkit

Making tertiary education in New Zealand more inclusive

An Easy Read summary



## How to use this document



Achieve wrote this document.

When you see the word 'we', it means Achieve.



We wrote this document in an easy to read way.

We use pictures to explain some ideas.

We wrote some important words in **bold**.

This means the letters are thicker and darker.

**Bold**  
Not bold

We explain what these bold words mean.

There is a list of these words on page 27.



This Easy Read document is a summary of another document. This means it only includes the most important ideas.



You can find the other document on our website.

[www.achieve.org.nz/kia-orite-toolkit](http://www.achieve.org.nz/kia-orite-toolkit)



You can ask for help to read this document.

A friend, family member or support person may be able to help you.



## What's in this document?

An inclusive tertiary education system 4

Why do we need this toolkit? 8

How can the tertiary education system help disabled learners? 13

The Kia Ōrite Toolkit 16

Word list 27

Contact us 29

## An inclusive tertiary education system



The **tertiary education system** includes places people go to learn or train when they:

- leave school
- finish school.

People can go to these places at any time in their life.



The tertiary education system includes:

- university
- wānanga
- Te Pūkenga
- other **vocational education** and training.

We call these tertiary education organisations.



Vocational education is learning and training for people:

- who leave or finish school
- at any stage of their life.

They learn skills they need to do certain jobs.



It includes:



- Te Pūkenga



- private training establishments



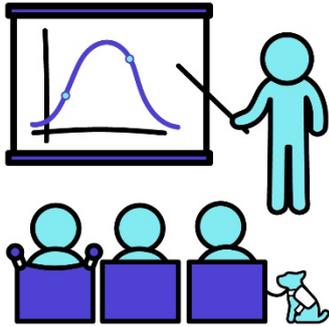
- apprenticeships.



We want our tertiary education system to be more **inclusive**.



When the tertiary education system is inclusive, everyone can:



- take part and learn



- feel like they belong.



This includes disabled learners.

When our tertiary education system is inclusive, disabled learners can do well:

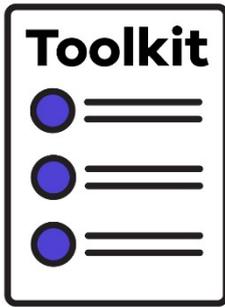


- with their learning



- in life.





We made the Kia Ōrite Toolkit.

This toolkit is a document that will help the tertiary education system be:



- more inclusive



- better at working with disabled learners.



## Why do we need this toolkit?

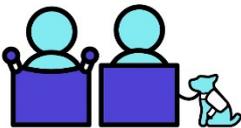
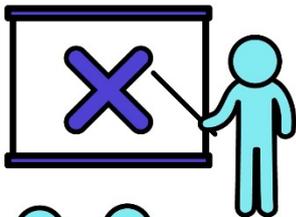


Places where people go to learn are made for learners who are not disabled.



This means disabled learners might not get the same education as learners who are not disabled.

These places are like this because some people in the community think that disabled learners shouldn't:



- be able to learn

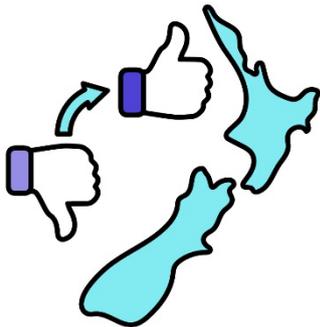


- go to these places.





And these places aren't built to support disabled learners.



The Government understands that New Zealand can be better if all people have the same chances to learn.

This includes disabled people.



An inclusive tertiary education system understands and supports **diversity**.



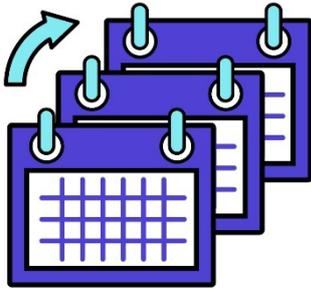
Diversity is what makes people different from each other.



And when our tertiary education system is inclusive, it can:



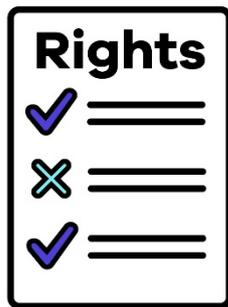
- work well for all learners



- last a long time.



## The rights of disabled learners

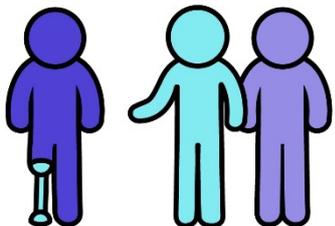


**Rights** are rules about how everyone should be treated:

- fairly
- equally.



Disabled learners have the right to take part in education like other learners.



But some disabled learners might experience **discrimination**.



Discrimination is when someone treats you badly because of something about you that you can't change.





Discrimination includes when disabled learners can't apply to take part in a course because of their disability.



Discrimination also includes when disabled learners:

- take part in a course
- but
- they don't have the supports they need to learn.



## How can the tertiary education system help disabled learners?



All organisations that offer a service must also make **reasonable adjustments**.



When organisations make reasonable adjustments, they change things about their organisation to suit what a disabled person needs.

For example, how they share information.



When these tertiary organisations make reasonable adjustments, it changes how people:



- teach learners



- hire staff



- get support

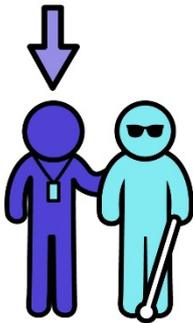


- share information they need to learn.





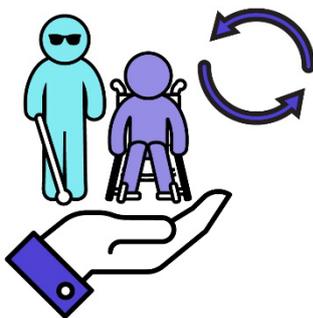
When disabled learners take part in the tertiary education system, they sometimes get good support.



But a lot of this support comes from disability support workers.



This means disability support workers want more support to help disabled people to learn.

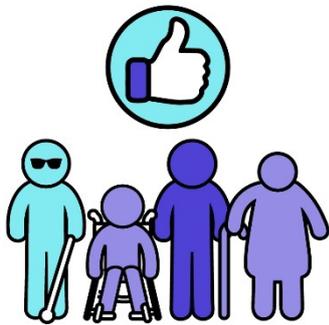


The tertiary education system needs to change how they support disabled learners.



# The Kia Ōrite Toolkit

## How will the toolkit help?



The Kia Ōrite Toolkit supports people who take part in the tertiary education system to treat everyone the same.

This includes people who:



- learn at a tertiary education organisation



- teach at a tertiary education organisation.



The toolkit is a document for everyone at a tertiary organisation.

This includes:



- teachers and staff



- tauira – a learner.



The toolkit has 5 parts that explain:



- what good support is like



- how tertiary education organisations can deliver good supports



- who needs to take part so they can deliver good supports.



When tertiary education organisations use the toolkit, they should include disabled learners.



This includes when tertiary education organisations plan:

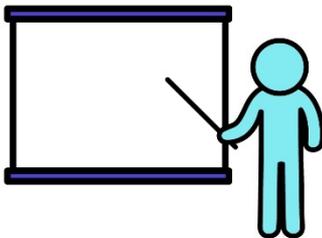


- buildings

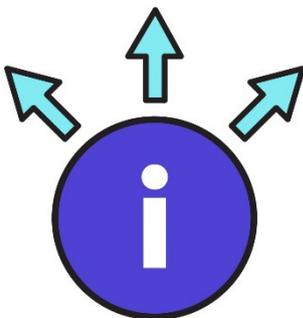


- what courses they will teach.

It also includes how tertiary education organisations:



- teach



- share information.



## How do tertiary organisations use the toolkit?



It is important for tertiary education organisations to work with disabled learners when they:

- plan activities from the toolkit
- run these activities.



It's also important for tertiary education organisations to work with disabled learners when they write their Disability Action Plans.



Disability Action Plans explain how tertiary education organisations can be more inclusive.



And it's also important for tertiary education organisations to work with other groups of people to be more inclusive.



This includes:



- Māori learners



- Pacific learners



- learners from other countries.



The toolkit supports tertiary education organisations to:



- make a Disability Action Plan



- work out what stops disabled learners from taking part in tertiary education



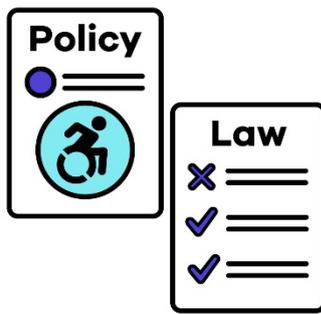
- support disabled learners to work towards their learning goals.



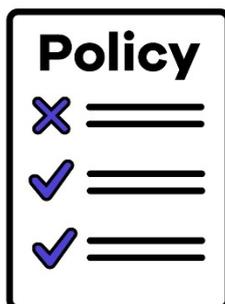
The toolkit also helps tertiary education organisations understand:



- what disabled learners experience when they take part in tertiary education



- **policies** and laws about disabled learners in tertiary education.



A policy is a plan for how we should do things.

Policies are where rules come from.



# How can tertiary organisations be more inclusive?



There are things tertiary education organisations can do to be more inclusive.

Tertiary education organisations can make sure disabled learners have equal chances to:



- work towards their learning goals



- take part in the tertiary education system.



Tertiary education organisations can make sure disabled learners are treated with respect.





They can do this by building strong relationships with disabled learners.



And tertiary education organisations can support disabled learners with their policies.



They can also make learning more inclusive.

For example, they can think about what disabled learners need to take part in a course.



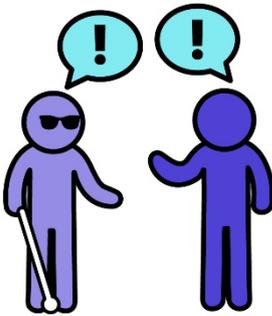
Tertiary education organisations can train their staff to meet the needs of disabled workers.



They can make a safe space for disabled learners to:



- share what they need to learn



- take part in solving problems



- speak up when something happens to them.



## Word list

This list explains what the **bold** words in this document mean.



### **Discrimination**

Discrimination is when someone treats you badly because of something about you that you can't change.



### **Diversity**

Diversity is what makes people different from each other.



### **Inclusive**

When the tertiary education system is inclusive, everyone can:

- take part and learn
- feel like they belong.

This includes disabled learners.



### **Policies**

A policy is a plan for how we should do things.

Policies are where rules come from.

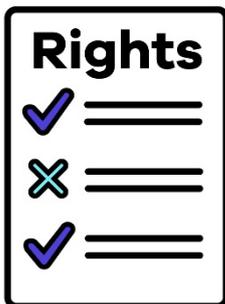




## Reasonable adjustments

When organisations make reasonable adjustments, they change things about their organisation to suit what a disabled person needs.

For example, how they share information.



## Rights

Rights are rules about how everyone should be treated:

- fairly
- equally.

## Tertiary education system



The tertiary education system includes places people go to learn or train when they:

- leave school
- finish school.

People can go to these places at any time in their life.

## Vocational education



Vocational education is learning and training for people:

- who leave or finish school
- at any stage of their life.

They learn skills they need to do certain jobs.



## Contact us

If you need support to use this toolkit, you can contact us.



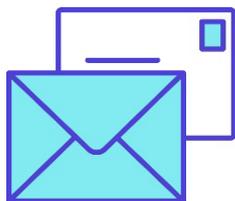
You can call us.

**03 479 8235**



You can send us an email.

**[info@achieve.org.nz](mailto:info@achieve.org.nz)**



You can write to us.

Achieve

PO Box 56

Dunedin 9054

New Zealand



You can visit our website.

**[www.achieve.org.nz](http://www.achieve.org.nz)**



The Information Access Group created this Easy Read document using stock photography and custom images. The images may not be reused without permission. For any enquiries about the images, please visit **[www.informationaccessgroup.com](http://www.informationaccessgroup.com)**. Quote job number 4855-B.

