

The Kia Ōrite Toolkit

Making tertiary education in New Zealand more inclusive

An Easy Read plan



How to use this plan



Achieve wrote this plan.

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



We wrote this plan in an easy to read way.

We use pictures to explain some ideas.

Bold
Not bold

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

This means the letters are thicker and darker.

We explain what these bold words mean.



This Easy Read plan is a summary of another plan.

This means it only includes the most important ideas.



You can find the other plan on our website.

www.achieve.org.nz/kia-orite-toolkit



You can ask for help to read this plan.

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

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.



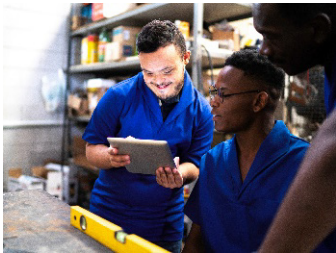
It includes:



- Te Pūkenga



- private training establishments



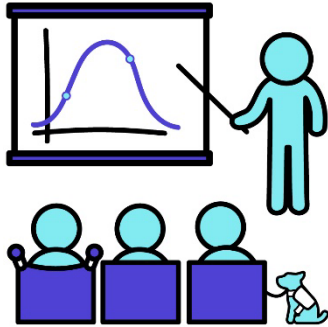
- apprenticeships.



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.



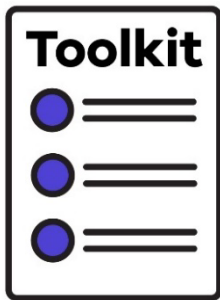
When our tertiary education system is inclusive, disabled learners can do well:



- 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

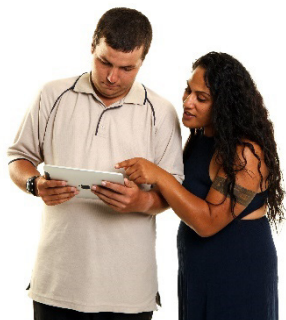


- better at working with disabled learners.



What is our plan?

We made this plan to explain how the tertiary education system can:



- support disabled learners



- respect disabled learners.



This plan supports the Kia Ōrite Toolkit.





Our plan has 10 ways the tertiary education system can be more inclusive.



We explain these on the following pages.

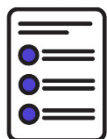


Our plan

1



1. All tertiary education staff must provide learning support for disabled learners.

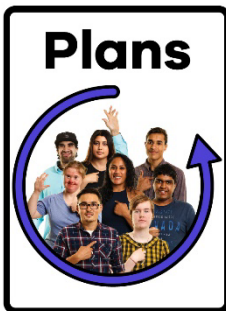


For example, having course information that is easy to understand.



2. All parts of the tertiary education system must support disabled learners.

This includes having inclusive:



- plans



- leaders.



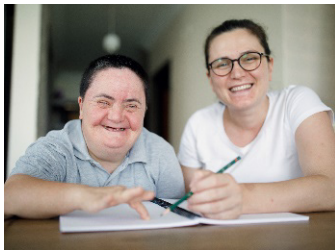
3. Tertiary education staff must have support to work with disabled learners.



This includes making it easy for other staff to work with disabled learners.



4. Tertiary education organisations must give disability support workers what they need to support disabled learners.



This can help disability support workers help disabled learners who need extra support.



5. Tertiary education organisations must build strong relationships with disabled learners.



This will help tertiary organisations understand what disabled learners might need.

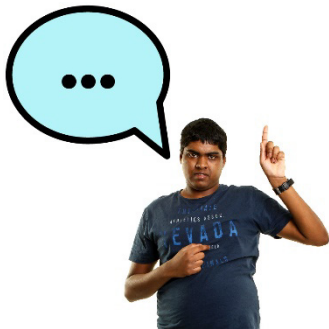


6. Tertiary organisations must help train their staff how to support disabled learners.



The training should include how to make information that's easy to:

- find and use
- understand.



And disabled learners should have a say about what is in the training.



7. Tertiary organisations must have training about supporting disabled learners.



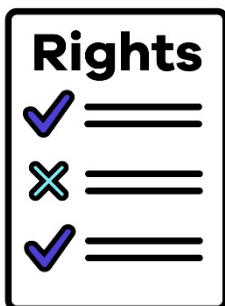
This includes how to stop **discrimination**.



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

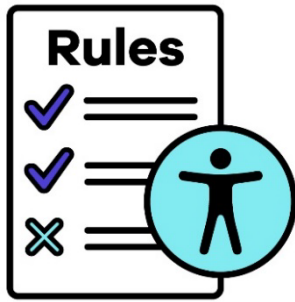


All staff must also support disabled learners to know about their **rights**.



Rights are rules about how everyone is treated:

- fairly
- equally.



8. All tertiary education organisations must follow a list of rules that makes all parts of education more **accessible**.



When education is accessible, everyone can:

- take part and learn
- find and use information they need.

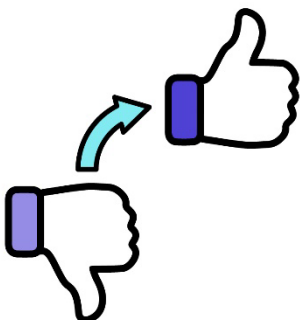


9. All tertiary education organisations must keep track of how well disabled learners are going.

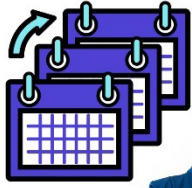
This helps tertiary education organisations work out what they:



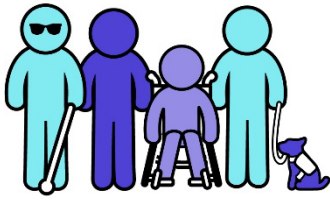
- are doing well



- can do better.



10. Tertiary education organisations must plan for the future.



This includes working out how many disabled learners will take part in tertiary education.



All the plans should include ways to support the different needs of disabled learners.

Contact us

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



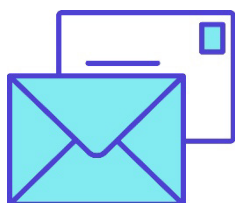
You can call us.

03 479 8235



You can send us an email.

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



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