

31 October 2022

Consultation on the disability enrolment question

We are pleased to provide comment to the Tertiary Education Commission on the changing disability enrolment question.

About Te Rito Maioha Early Childhood New Zealand

Te Rito Maioha Early Childhood New Zealand (ECNZ) is an Incorporated Society of members committed to high quality early childhood education for every child. Established in 1963, the organisation is an influential leader in shaping today's early childhood sector through advocacy, policy, tertiary education qualifications and professional development programmes.

We advocate for early childhood education services and the teachers | kaiako who provide education to thousands of infants, toddlers, and children | tamariki. Our members are drawn from a diverse range of community-based, privately-owned, kindergarten and homebased early childhood education services.

Te Rito Maioha is also a registered Private Training Establishment (PTE) with the highest Category One rating for a tertiary provider. We are accredited and approved by New Zealand Qualifications Authority (NZQA) to deliver a range of undergraduate, graduate, and postgraduate qualifications (levels 4-9), including specialist teacher | kaiako education, both nationally and internationally.

We are committed to achieving high-quality teaching and learning by:

- increasing teachers' | kaiako knowledge of Te Tiriti o Waitangi and Aotearoa New Zealand's dual cultural heritage;
- providing access to online blended delivery of undergraduate, graduate, and postgraduate tertiary education programmes leading to recognised and approved qualifications;
- promoting quality teaching and leadership through ongoing professional learning and development programmes;
- providing a range of unique resources and services to our members.

What disability enrolment question option do you prefer, and why?

We prefer option 1.

The question will support providers to meet the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Option 1 also supports our Disability Action Plan initiatives.

We feel that Option 1 is more positive, and needs based (rather than deficit framed like option 2). However, this question may increase students' expectation of support even with the "where available" proviso.

We believe option 2 does not assist education providers to support students. It only asks the type of disability a student has and does not provide them the opportunity to describe what this means for their learning.

Would you make any changes to the wording of the question?

Option 1, question 1 – we would make two additions:

- the reason for the support required in the respondent’s own words (a free text field), and
- a statement telling the respondent what will be done with the information provided and who it can be shared with (i.e., a privacy statement).

Education providers also need to be clear about what (if any) evidence and thresholds are required to provide support. This shouldn’t be left to each provider to determine as this may lead to inconsistent and unfair decisions.

Are there “standards” that could be publicised and used? e.g., NZQA has criteria and supporting evidence requirements for Special Assessment Conditions (SAC) for NCEA.

Would you make any changes to the response categories?

No – the response categories are sound.

What are the operational and system impacts that each question would have on your organisation?

Our online application forms will need to be edited to capture the new questions and the information gathered will need to be captured in a way that can be appropriately stored and shared.

Organisation policies and practices will need to be reviewed and potentially changed to ensure these changes are included.

Make submission to customerservice@tec.govt.nz by 4 November 2022.

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