

Regional Forum 2025



8 May 2025 | Auckland | Tāmaki Makaurau



Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success



Welcome | Overview

James Oldfield

Ako Aotearoa Board

Waiata: Pūrea Nei

Purea nei e te hau

Horoia e te ua

Whitiwhitia e te rā

Mahea ake ngā pōraruraru

Makere ana ngā here

E rere Wairua e rere

Ki ngā ao o te rangi

Whitiwhitia e te rā

Mahea ake ngā pōraruraru

Makere ana ngā here

Woe, to bathe in the winds

Bathe in the rains

Bathe in the sun's rays

And to release one's troubles

And release one's shackles

Fly o Spirit fly

To the heavens

Bathe in the sun's rays

And release your troubles

And release your shackles



A vision for future priority learners

Phil Alexander-Crawford

Hanga Aro Rau

**Cultivating Thought Leadership and Excellence in Teaching:
Shaping the Future of Education (Ako Aotearoa)**

A vision for future priority learners

May 2025

How to keep a focus on “priority learners”

Commitment to the kaupapa

Changing and diverse workforce

Change is upon us and is constant

Changing up the narrative

Working with industry

- Why?
- How?
- Who?

Our whitepapers

Our vision: He puke
tāngata, he pikinga
taumata hei oranga
mahi – more Māori
with higher skills in
higher paid jobs and
improved
employment
opportunities



HANGA-ARO-RAU
Manufacturing, Engineering
and Logistics
Workforce Development Council

A Hanga-Aro-Rau: Manufacturing, Engineering and Logistics Workforce Development Council White Paper

**Redesigning the Vocational Education and Training system
to unlock the potential of Māori and the Māori economy
through workforce development: Eight strategies to inform
vocational training design**

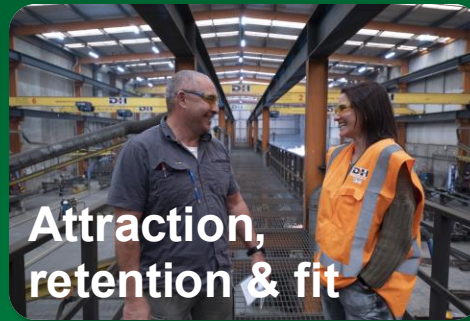
April 2025

**Mā wai te huarahi e hora? Mā ngā ahumahi!
Who will pave the pathway forward? Industry will!¹**

¹ Whakatauaiki composed by Hanga-Aro-Rau Poumatua Darrell Lambert (Hanga-Aro-Rau, 2022a)

He pūkenga tāngata, he pikinga taumata hei oranga mahi

More Māori with higher skills, in higher paid jobs and improved employment opportunities



To upskill Pacific Peoples into higher-skilled and higher-paying jobs to support a broader labour market to meet the changing needs of industry.



Hanga-Aro-Rau Workforce Development Council for
manufacturing, engineering and logistics

White Paper

**Redesigning the Vocational Education and Training system
to unlock the potential of Pacific Peoples through
workforce development: Strategies to inform vocational
training design**

April 2025

Strategies

1. Redesigning a system that works for Pacific Peoples
 - Addressing Systemic Barriers
 - The Case for Prioritising Pacific Learners Pacific Peoples as the Future Workforce and Customers of Aotearoa New Zealand
 - Cultural Responsiveness and Relevance
2. Aspirations and Ambitions for Vocational Education
3. Equity and Access: Overcoming Barriers
 - Earn While you Learn



Strategies

4. Perception and Value of Vocational Education

- Aligning Vocational Education with Industry Needs
- Formalising and recognising skills people already possess
- Older Pacific workers
- Pacific Disabled People in Education and Employment
- Māori and Pacific: Tāngata Moana-nui-a-Kiwa



Enabling a strong
and prosperous
New Zealand
economy through
investments in the
success of disabled
people



Hanga-Aro-Rau Workforce Development Council for
manufacturing, engineering and logistics

White Paper

**Redesigning the Vocational Education and Training system
to unlock the potential of Pacific Peoples through
workforce development: Strategies to inform vocational
training design**

April 2025

Why employ Disabled People?

Grant


- All industries have existing disabled staff – hidden/obvious.
- 2017, NZIER: annual benefit of \$1.45 billion if the labour force participation rates the same for disabled people.
- Research show benefits of employing disabled people for individual businesses too - increased revenue/profit margins.
- Disabled people are often disabled by their environment.
- Disabled people more likely to work part-time; have lower incomes and lower levels of labour force participation regardless of their level of qualification.



Building employer disability confidence and awareness

Many employers are interested in expanding the diversity of their workforce, including attracting and supporting more disabled people, but they 'don't know what they don't know'. Barriers to employment for disabled people can include employer concerns about health and safety and physical access, negative stereotypes about disabled people; workplaces that are unsafe for the sharing of personal impairment information; a lack of employer awareness about existing disability employer support infrastructure; and ableism. Industry needs a better understanding of learning and employment support services across the vocational education and training ecosystem, and through into employment.¹⁶ Specific focus is required to engage with education and training providers and employers to promote career opportunities for disabled people.¹

Specific employment enablers include:

- Promote understanding of ableism, unconscious bias, and the development of inclusive workplace practices and cultures, perhaps through a nationwide campaign for small to large employers, funded by Government, that focuses on workplace training, guidance and resources.
-  Provide employer training, guidance, and resources to build disability confidence, including myth-busting information about workplace health and safety considerations and employers' legal obligations.
- Showcase success stories of disabled employers and employees to raise the visibility of disabled people's success and foster mentorship.
- Educate employers on the barriers faced by disabled people in the workplace and how they can contribute to overcoming these.
- Encourage employers to review their recruitment processes and support them to implement more inclusive recruitment practices.
- Create social support networks for employers, peers and co-workers who are supporting and recruiting disabled staff. These could include communities of practice across industries and support networks for disabled staff.



We need to modify our approach

We need to continue the commitment to underserved learners

How we narrate those needs, opportunities and solutions

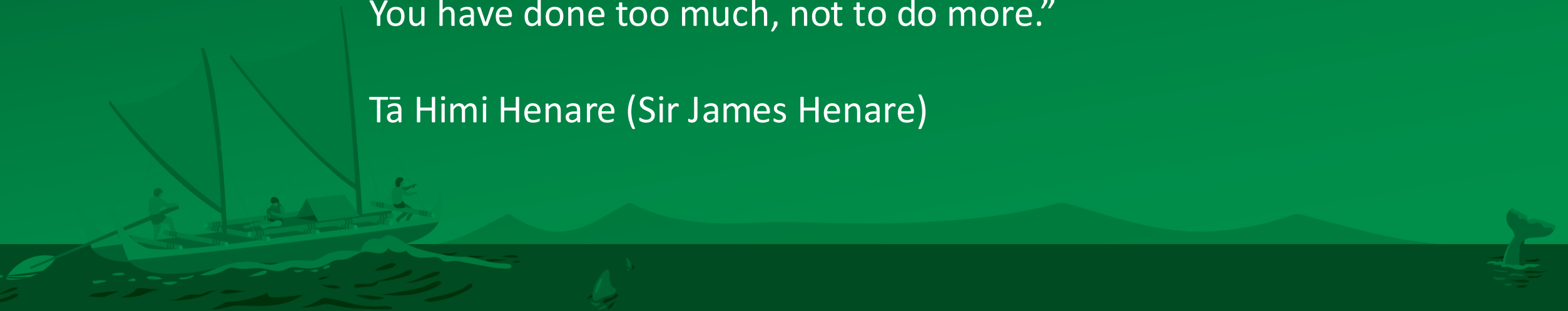
Implementing what's needed as part of an all of community approach (including industry)

UNLOCKING THE POTENTIAL

“Kua tawhiti kē to haerenga mai, kia kore e haere tonu. He tino nui rawa āu mahi, kia kore e mahi nui tonu.

“You have come too far, not to go further.
You have done too much, not to do more.”

Tā Himi Henare (Sir James Henare)





HANGA-ARO-RAU
**Manufacturing, Engineering
and Logistics**
Workforce Development Council

Patai?



Driving innovation with what you've got!

Associate Professor Tracy Bowell
University of Waikato

Driving innovation with what you've got!



THE UNIVERSITY OF
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Te Whare Wānanga o Waikato

Ako Aotearoa | Northern Regional Forum | 8 May 2025

Associate Professor Tracy Bowell
Pro Vice-Chancellor Teaching Quality and Learner Success

Ōritetanga Learner Success @ Waikato



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Phase 1:
2019-2020

*Data mining
Dashboard
prototype*

*Pandemic
Response
2020*

*COVID support
using
prototype
functionality*

Phase 2:
2021 & 2022

*Study Advising
pilot and
roll-out*

Phase 3:
Sept 2022 to
Sept 2023

*Progress
Review
Business case*

Phase 4:
Oct 2023 to
Mar 2024

*CRM System
Alerts
360° view
Diving Board*

Phase 5:
Mar 2024 to
July 2025

*Reporting
Systems
integration
Future
business
model*

Phase 6:
August 2025

*Integration of
support
service info
Automated
workflows*

Study Advisor Functions

Make or respond to Contact

- Initiate check in or respond to contacts
- Phone call
- Email
- Meet in person

Monitor Triggers

- CRM Alerts
- Diving Board indicators
- Student self-referral
- Staff referral

Refer to Services

- Identify University services in response to student's needs
- Refer student to services

Record Interactions

- Add notes in CRM
- Review student's risk level
- Set follow-up (if necessary)

Student Cohorts 2025

Students are allocated to cohorts based on the following information:

Divisions (5), Te Pua Wānanga ki te Ao, University College

First-year undergraduates, Pre-degree formal programmes, UniStart

Campus

- Hamilton & NET
- Tauranga

Priority Learners

- Māori
- Pacific
- Students who have been readmitted on appeal

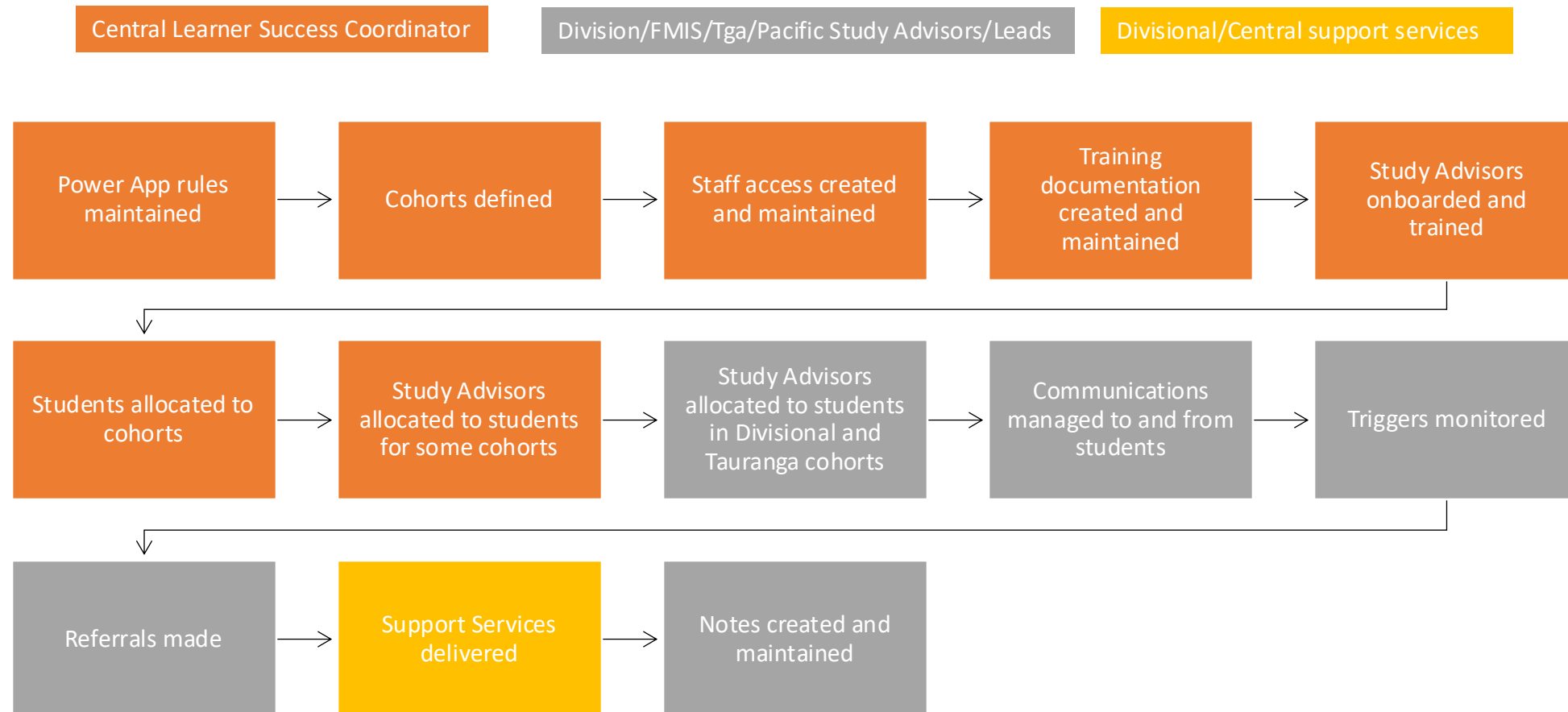
Specialist Groups

- High Performance
- Hillary
- UniStart (Y13s)
- Te Tohu Paetahi

Start Date

- Trimester A
- Trimester B
- Trimester C

Current model for “study advising”



Study Advisor Hubs

Each area has a Lead, this person has responsibility for ensuring (within their area) that:

- Students are allocated a Study Advisor (and a secondary study advisor if needed)
- Study Advisors are trained and supported
- Consistent service is delivered



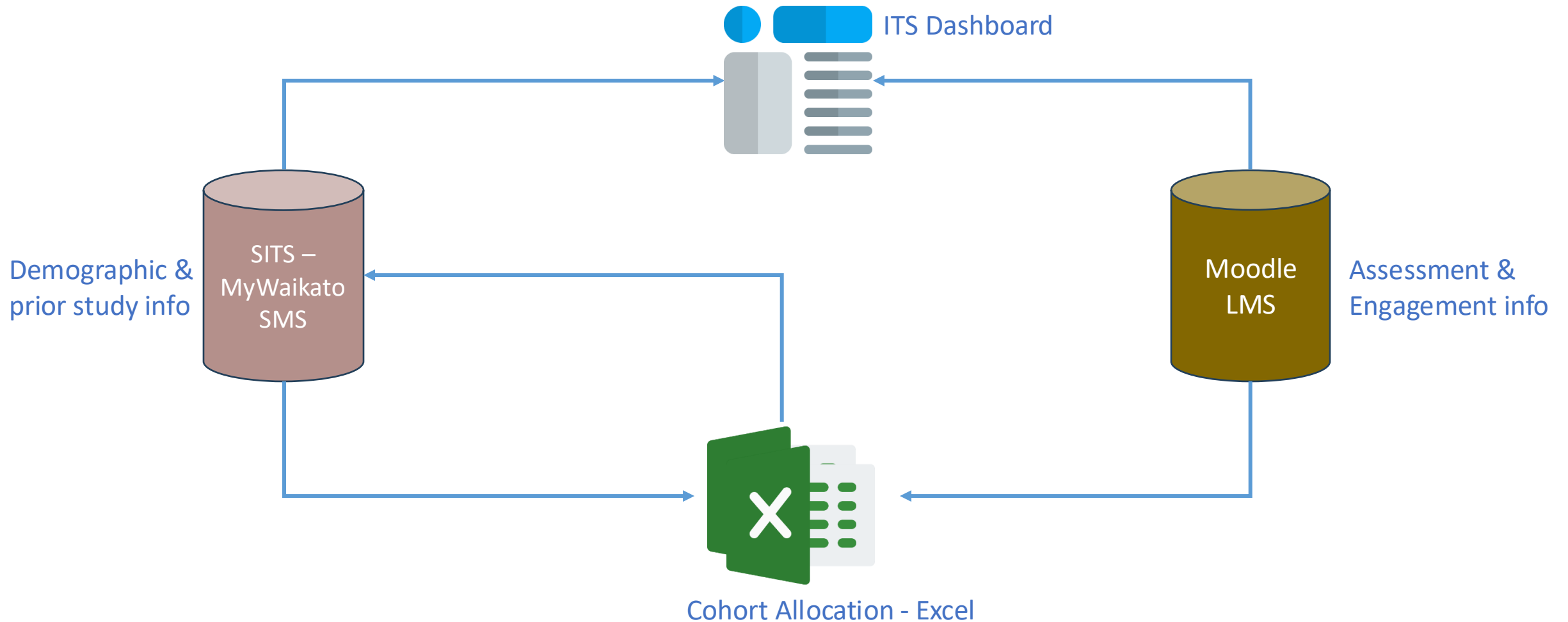


Systems ecosystem

Systems Ecosystem 2023 – what we had



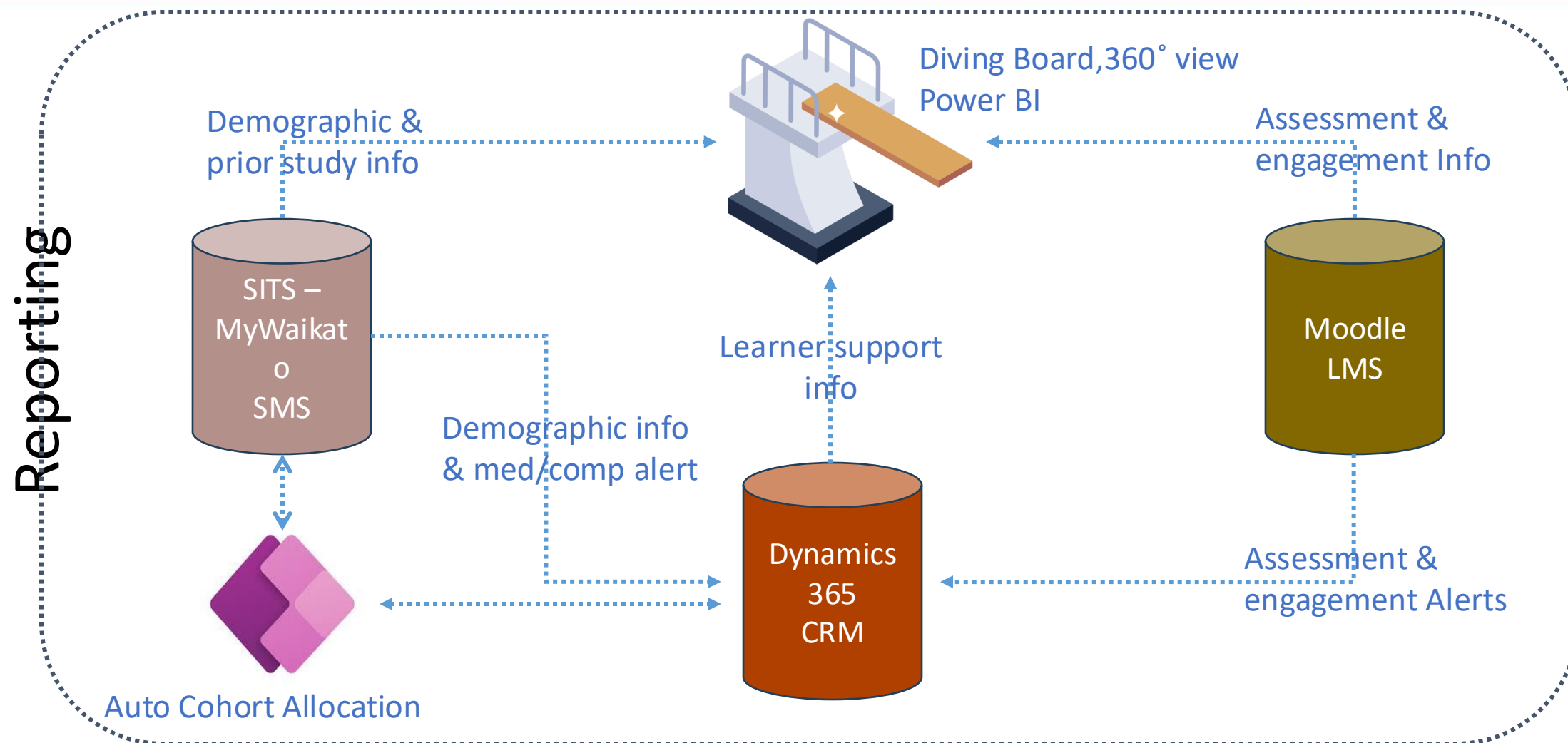
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Systems Ecosystem 2025 – what we've got



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Cohort Allocation Tool

Cohort Allocation Tool – Study advisors



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Power Apps | Study Advising Allocations App v1.0

Search

Show As Show Chart Refresh Excel Templates Export to Excel Import from Excel

Active Study Advisors*

<input type="checkbox"/>	Study Advisor Name ↑ ↓	Study Advisor Type ↓	Primary advisees ↓	Secondary advisees ↓	Total advisees ▼
<input type="checkbox"/>	Ian Wagstaff	Study Advisor	22	7	29
<input type="checkbox"/>	Inga Tamou	Study Advisor	20	0	20
<input type="checkbox"/>	Jeanie Richards	Study Advisor	43	0	43
<input type="checkbox"/>	Jeremy Devoy	Study Advisor	62	0	62
<input type="checkbox"/>	Jess Wharekura	Whitiki Tauria / Student Mentor	0	49	49
<input type="checkbox"/>	Jessica Smith	Study Advisor	25	0	25
<input type="checkbox"/>	Jieyan Tan	Study Advisor	136	0	136

Cohort Allocation Tool - Students



Power Apps | Study Advising Allocations App v1.0

Search

←

Show As

Show Chart

Refresh

Excel Templates

Export to Excel

Import from Excel

Full view: In scope for study advising

Edit columns Edit filters

<input type="checkbox"/>	Substantially modif... ↓	StudentID ↑	Name	Derived allocatability st... ↓	Cohort ↓
<input type="checkbox"/>	4/05/2025 2:42 am	1617598		Default	WM-REE-UR-25A-H
<input type="checkbox"/>	4/05/2025 2:42 am	1665903		Default	COLL-DIP-Y1-24C
<input type="checkbox"/>	4/05/2025 2:42 am	1672923		Default	WM-OTH-UN-25A-H
<input type="checkbox"/>	4/05/2025 2:42 am	1675786		Default	UW-SEC-US-25A-H
<input type="checkbox"/>	4/05/2025 2:42 am	1677172		Default	HL-OTH-UN-25A-H
<input type="checkbox"/>	4/05/2025 2:42 am	1680235		Default	TP-TTP-DP-25A-T

Cohort Allocation Tool – Student details...



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Full view: In scope for study advising ▾

Edit columns Edit filters

Filter by keyword

Is Maori FI...	Is Pasifika FI...	Has Disability FI...	First In Family FI...	Residency Gro...	Reentry FI...	UoWStat...	Returning FI...	FirstUoWYear	Last Secondary Scho...	Last Secondary School Atte...	Current Academic Y...	Curre
0	0	0	0	Domestic	0	New	0	2025	2023	Pompallier Catholic College	2025	A
1	0	0	1	Domestic	0	New	0	2025	2012	Overseas Secondary School	2025	A
0	0	0		International	0	New	0	2025	2023	Overseas Secondary School	2025	B
1	0	0	1	Domestic	0	New	0	2025	2008	Cambridge High School	2025	A
0	1	0	0	Domestic	1	Returning	1	2023	2022	Aorere College	2025	A

Full view: In scope for study advising ▾

Edit columns Edit filters

Filter by keyword

Current Qualificat...	Current Short Qualifica...	Current Qualification T...	Current Qualification Type G...	Current Division Of St...	Location	Qualification Sta...	Current Lifecycle Sta...	SCE Status	Completed F...	Withdrawn F...
Bachelor of Sport a...	BSHP/BSocSc	Bachelors Conjoint	Undergraduate	Division of STEM	Hamilton	New	Student	Enrolled	0	0
Diploma in Te Tohu ...	DipTTP	Diploma	Undergraduate	Office of Deputy Vice-C...	Tauranga	New	Student	Enrolled	0	0
Bachelor of Business	BBus	Bachelors Degree	Undergraduate	Division of Management	Hamilton	New	Applicant	Ready to e...	0	0
Certificate in Law	Cert	Certificate	Undergraduate	Division of Arts Law Psy...	Hamilton	New	Student	Enrolled	0	0
Bachelor of Arts	BA	Bachelors Degree	Undergraduate	Division of Arts Law Psy...	Hamilton	Returning	Student	Enrolled	0	0



CRM (Tribal Dynamics)

CRM - Cohort view

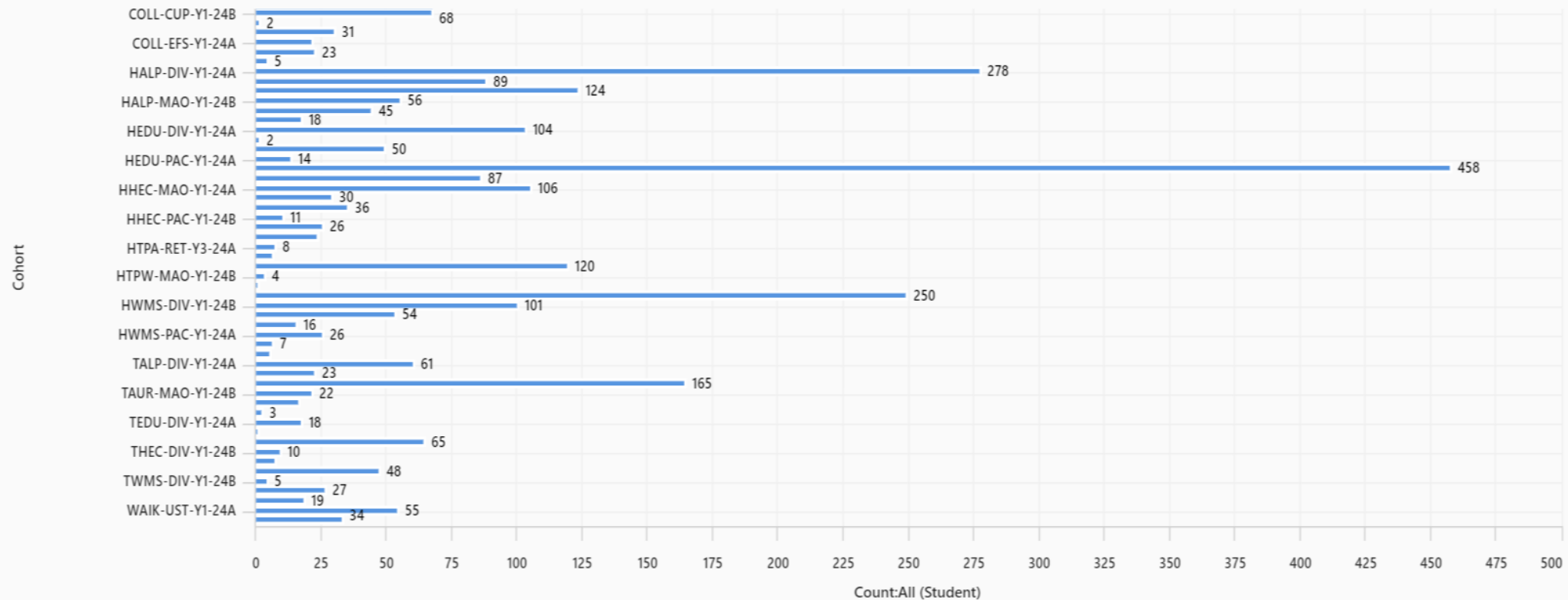


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My Active Study Advising Students - LSC

Cohort Group Summary - by Cohort Group

● Count:All (Student)



CRM - Student search

Active Study Advising Students

Edit columns

Edit filters

Filter by keyword

Student Numb...	Cohort	Primary Advisor	Secondary Advi...	SA Student Sta...	Study Advising Fl...	SA
1649254	HWMS-DIV-Y1-24A	<div><div></div><div>Tania Burkhart (O...</div></div>		Active	1 - High	<div><div></div><div>HH</div></div>
1648071	HHEC-DIV-Y1-24A	<div><div></div><div>Tara Kells (Offline)</div></div>		Active		<div><div></div><div>EW</div></div>
1646990	HALP-DIV-Y1-24B	<div><div></div><div>Joshana Waris Ali...</div></div>		Active		<div><div></div><div>C</div></div>
1650014	HHEC-MAO-Y1-24A	<div><div></div><div>Le Vonne Pilott (...)</div></div>	<div><div></div><div>Meremaihi Te Ar...</div></div>	Active		<div><div></div><div>EW</div></div>
1621581	HWMS-DIV-Y1-24B	<div><div></div><div>Tania Burkhart (O...</div></div>		Active		<div><div></div><div>HH</div></div>
1647944	HEDU-DIV-Y1-24A	<div><div></div><div>Hinetapuarau loa...</div></div>		Active		<div><div></div><div>I</div></div>
1644572	HALP-MAO-Y1-24A	<div><div></div><div>Davina Moke (Aw...</div></div>	<div><div></div><div>Georgia Pearson ...</div></div>	Active		<div><div></div><div>I</div></div>
1647989	HHEC-DIV-Y1-24A	<div><div></div><div>Tara Kells (Offline)</div></div>		Active		<div><div></div><div>EW</div></div>
1647856	HWMS-PAC-Y1-24A	<div><div></div><div>Roshila Singh (Av</div></div>		Active		<div><div></div><div>I</div></div>

Rows: 2938

CRM Study advisor view – “all my students”



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Study Advisor Dashboard (Primary) ▾

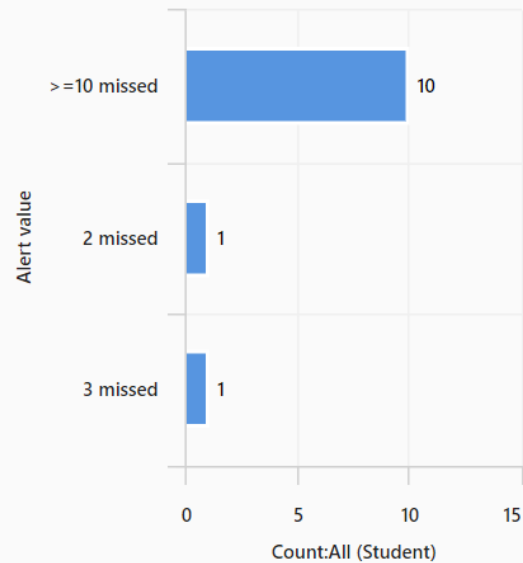
Rows: 0 - 0 of 0

Page 1

Active Moodle Assessment A...

Moodle Alerts - Student count

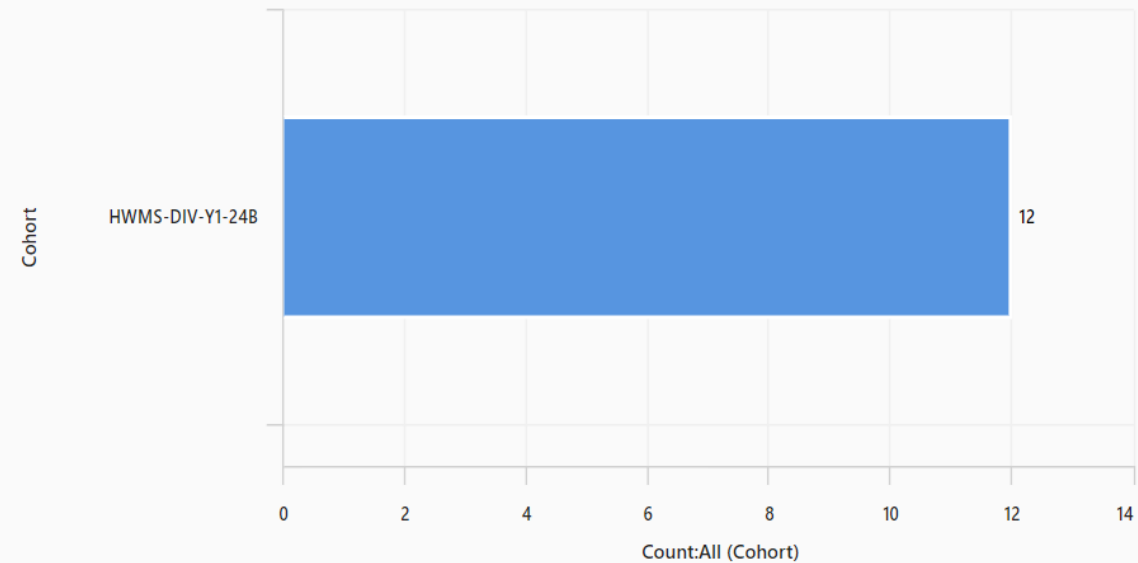
● Count:All (Student)



Active Moodle Engagement Alerts for my students - Primary SA

Moodle Alerts - by type

● 0-7 active



CRM - Student details - Alerts



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Summary Contact Information **Study Advising** Other Activities Admissions Student Journey Summary Insights Additional Information Related ▾

Study Advising Flag

Active Study Advising records for student ▾

Refresh Create Enquiry ▾ Flow ▾ ⋮

✓ Cohort ▾	Study Advising Group ▾	Primary Advisor ▾	Secondary Advisor ▾	SA Lead ▾	SA Student Status ▾	Modified On ▾	Created On ▾
AL-PAC-UN-25A-H	HAM UGrad first-year 25A Mele Helu	Hennah Steven	Davina Moke	Active	2/05/25 3:37 ...	28/02/25 2:07 AM	

Current Alerts ▾

⋮ All Staff Alerts ▾

+ New Alert - Staff ⋮

Filter by keyword



Filter by keyword



✓ Support Sub Type ▾	Details ▾	Alert Status ▾	Created On ↓ ▾
Assessments not submitted 8 of 12		New	2/05/25 2:07 AM
Assessments <50%	0	New	16/03/25 2:00 AM
Moodle engagement	0-7 active	New	25/02/25 2:17 AM

✓ Details ▾	Support Su... ▾	Staff Alert ... ▾	Portal Created By ▾	Created On ↓ ▾	Support Type
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No data available.

CRM - Student details - Communications



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Summary Contact Information **Study Advising** Other Activities Admissions Student Journey Summary Insights Additional Information Related ▾

All Study Advising Activities ▾

+ New Activity ▾ Add Existing Activity Refresh

Filter by keyword



✓	Activity Type ▾	Subject ▾	Priority ▾	Activity Status ▾	Last Updated ↓ ▾	Modified By ▾	Due Date ▾	Date Created ▾	Created By ▾
	E-mail	Mid Trimester A - Notice	Normal	Completed	10/04/25 11:19 ...	Tribal Developer	---	10/04/25 11:19 AM	Mele Helu
	E-mail	Reminder all first years -	Normal	Completed	25/03/25 10:29 ...	Tribal Developer	---	25/03/25 10:29 AM	Mele Helu
	E-mail	Reminder all first years -	Normal	Completed	25/03/25 10:25 ...	Tribal Developer	---	25/03/25 10:25 AM	Mele Helu
	E-mail	Reminder - Whats happe	Normal	Completed	11/03/25 2:23 P...	SYSTEM	---	11/03/25 2:23 PM	Mele Helu
	E-mail	Important Reminder - En	Normal	Completed	6/03/25 9:13 AM	SYSTEM	---	6/03/25 9:13 AM	Mele Helu
	E-mail	Welcome to the Study A	Normal	Completed	28/02/25 2:30 ...	SYSTEM	---	28/02/25 2:08 AM	Tribal Developer

CRM - Student details - Referrals



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REFERRALS

+ New Referral ↻ Refresh 🗨

✓	Support Sub Type ▾	Referral Activity ▾	Reason ▾	Brief description ▾	Referral Status ▾	Uptake ▾	Referral Date ▾	Referral Date Follow-up ▾	Created On ↓ ▾
	the Student Health Se	Counselling	Other	Counselling	Follow-up	29/04/25	---	21/03/25	20/03/25 4:02 PM
	the Accessibility Serv	Alternative test and	Personal	Accessibility support	Follow-up	11/04/25	---	21/03/25	20/03/25 3:51 PM
	Māori ki Waikato	Te Kahui Pirere	Family-related.	Connections kauapapa Māori	Follow-up	20/03/25	---	20/03/25	20/03/25 8:43 AM



The Diving Board



The Diving Board – Student search



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Learner Success Diving Board | Data updated 4/05/25 | Search

File | Export | Share

Copilot

Student ID / Name

All

Primary Study Advisor

All

Secondary Study Advisor

All

Cohort

All

Student Name	Cohort	Last Moodle Access Date	Submission Alert	Last Moodle Engagement	Assessment <50% Alert	Halls	Is Maori	Is Pasifika	Gender Code	First In Family	Primary Study Advisor
	UC-IDP-DP-25A-H	3/05/2025	4 of 38	0-7 active		3 College Hall	Other	Other	F	Y	Jieyan Tan
	WM-OTH-UN-25A-H	3/05/2025	17 of 46	0-7 active		1	Other	Other	F	Y	Ena Hollinshead
	ST-OTH-UN-25A-H	2/05/2025	4 of 34	0-7 active		1	Other	Other	F	N	Stephen Joe
	AL-OTH-UN-25A-H	1/05/2025	0 of 12	0-7 active		1	Other	Other	M	N	Joshana Waris Ali
	ST-OTH-UN-25A-H	3/05/2025	4 of 44	0-7 active		1 Orchard Park	Other	Other	M	N	Stephen Joe



The Diving Board – Student details



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Contact

Demographics

Cohort

Study Advising

Moodle

Sanction

Has Reported Disability

Accessed Disability Services

Outstanding Balance

No

No

\$0.00

Student Id

Full Name

Domestic/International

Mobile

Home Phone

Email

Age Today

Domestic

18

Year

Qualification Name

Division Of Study

Subject Options

2024

Bachelor of Business

Division of Management

Second Major: Finance, Second Major: Strategic Management

2024

Certificate of University Preparation

University of Waikato College

1. Current Year

Qual Abbrev	Paper Occurrence	Enr Code	Start Date	End Date	Grade
BBus	ACCTN101-24B (HAM)	ENR	8/07/2024	3/11/2024	
BBus	FINAN101-24B (HAM)	ENR	8/07/2024	3/11/2024	
BBus	MGSYS101-24B (HAM)	ENR	8/07/2024	3/11/2024	
BBus	STMGT101-24B (HAM)	ENR	8/07/2024	3/11/2024	
CUP	FOUND001-24A (HAM)	ENR	26/02/2024	23/06/2024	A-
CUP	FOUND002-24A (HAM)	ENR	26/02/2024	23/06/2024	A-
CUP	FOUND005-24A (HAM)	ENR	26/02/2024	23/06/2024	A-
CUP	FOUND014-24A (HAM)	ENR	26/02/2024	23/06/2024	B+

Data last refreshed on 06-Oct-2024

1. Past Assessments

2. Other Assessments

Paper Occurrence	Assessment Name	Submission Date	Due Date	Final Mark	Max Mark
ACCTN101-24B (HAM)	Financial accounting test for online students		8/5/2024		100.00
ACCTN101-24B (HAM)	Homework submission 4	9/23/2024	9/23/2024		100.00
ACCTN101-24B (HAM)	Homework submission 5	9/23/2024	9/30/2024		100.00
FOUND002-24A (HAM)	CLOSE READING TEXT ANALYSIS PRACTICE FOR TEST 1		3/30/2024		5.00
FOUND002-24A (HAM)	REVISION PRACTICE FOR TEST 1		4/4/2024		32.00
FOUND005-24A (HAM)	ASSESSMENT 1: Strategic Management: In - Class Test (25%) - Group 2		3/22/2024		100.00
STMGT101-24B (HAM)	Case Analysis Report and Presentation (30%)	9/3/2024	10/4/2024		100.00
FOUND002-24A (HAM)	What is critical thinking: Revision quiz 1	3/1/2024	6/1/2024	5.00	5.00
FOUND002-24A (HAM)	Intercultural Communication Activity (10%)	5/3/2024	6/1/2024	8.00	15.00
FOUND002-24A (HAM)	Test 2 text analysis close reading activity (5%)	6/6/2024	6/13/2024	9.00	12.00
FOUND001-24A (HAM)	Learning Activity 5 worth 3-5% undertaken in workshops	5/20/2024	6/1/2024	10.00	10.00
FOUND002-24A (HAM)	Fallacies 1: Revision quiz 1	3/25/2024	6/1/2024	10.00	10.00
FOUND002-24A (HAM)	Fallacies 1: Revision quiz 2	3/25/2024	6/1/2024	10.00	10.00
FOUND002-24A (HAM)	Fallacies 2: Revision quiz 1	5/26/2024	6/1/2024	10.00	10.00
FOUND002-24A (HAM)	Weston's arguments: Revision quiz 1	3/15/2024	6/1/2024	10.00	10.00
FOUND001-24A (HAM)	Final Essay (20%) Independent study based on	3/3/2024	7/25/2024	11.00	20.00

The Diving Board – Moodle log-ins



Post Phase 5 - August 2025 Onwards



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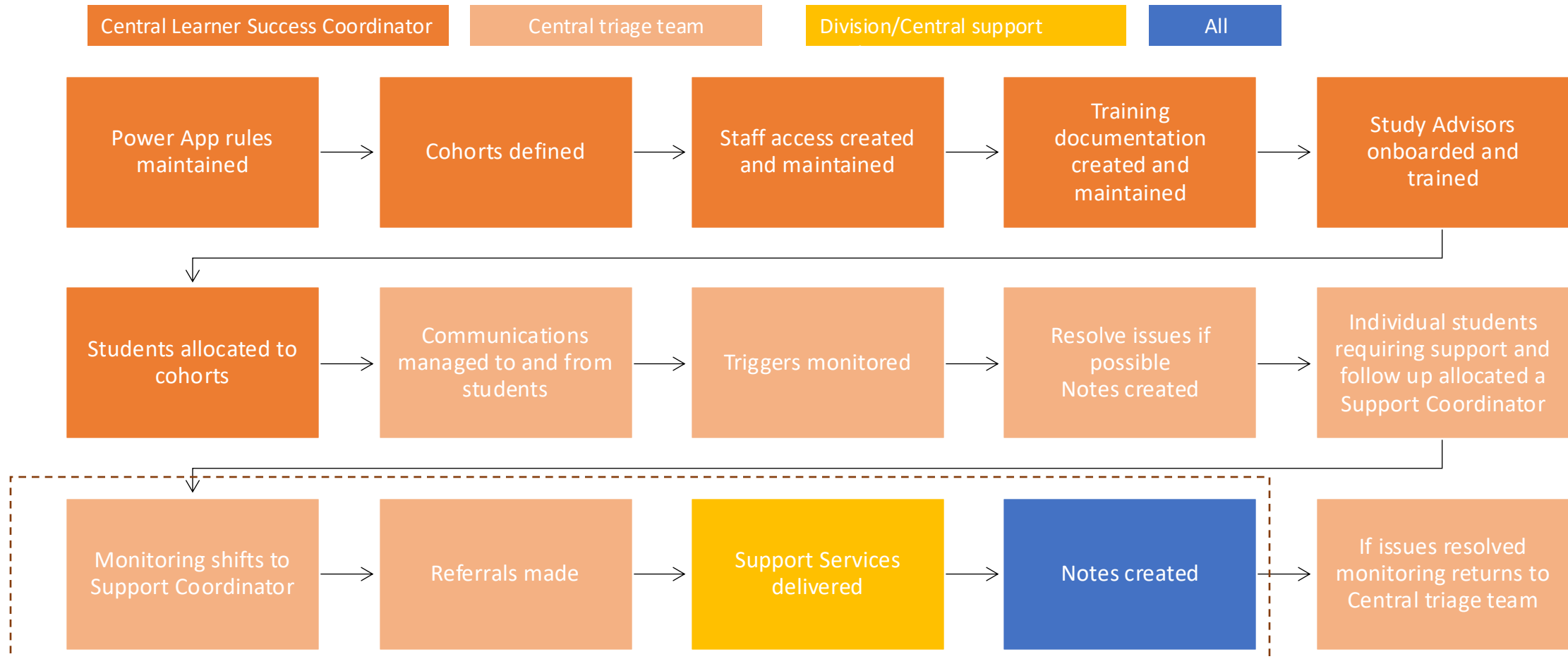
Future State BAU:

Commence business as usual for the delivery of the Future State “Connecting Learners and Support Services” (CLASS) (previously referred to as “Study Advising”)

Phase 6 Initiatives:

1. Integration of information and data related to support service delivery and uptake – eg, Student Learning, Accessibility Services, Pacific learner support, Māori learner support
2. Assessment design, Moodle/Gradebook design to improve student experience and accuracy of data for monitoring
3. Automation of actions linked to triggers as accuracy of data is improved

BAU 2026 model – Connecting Learners and Student Support



For more information



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

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Pacific Panel: Fostering critical thinking

Chair: Phil Alexander-Crawford

Hanga Aro Rau

Pacific Panel: Fostering critical thinking

Vaivaimalemālō Fred Luatua, Hanga Aro Rau

Jone Tawaketini, Unitec

Kamuka Pati, Unitec

Chaired by **Phil Alexander-Crawford**, Hanga Aro Rau



Staying current with educational trends

Linda Keesing-Styles & Jane Terrell
Education Consultants



Introducing Linda, Jane & the PLD Survey...



Extract from the sector-wide PLD Survey...

...have a go!



**Watch
your results
come in...**

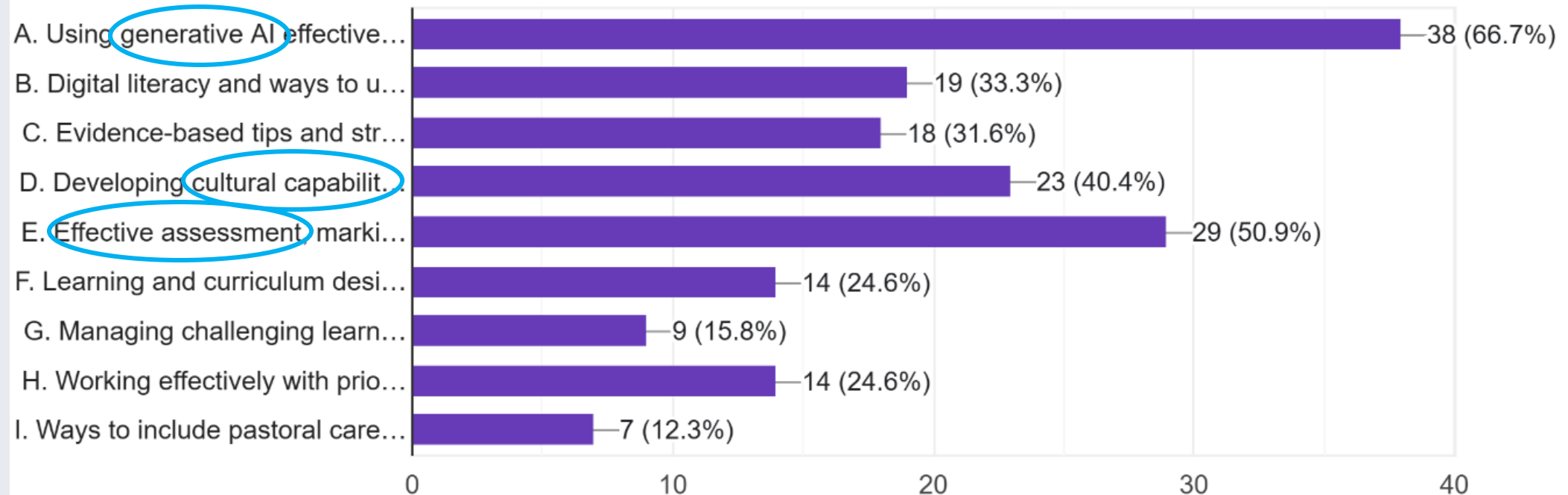


Q1 Compare your results

with the Sector-wide results...

2. Check the THREE topics that are most important or pressing PLD needs for your kaiako

57 responses

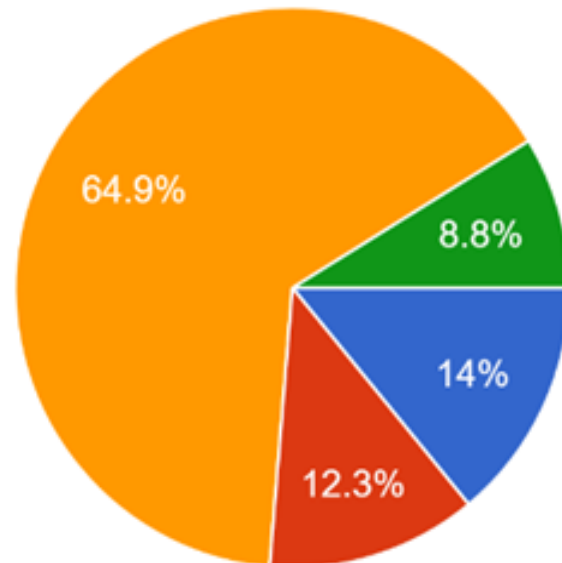


Q2 Compare your results

with the Sector-wide results...

7. What is the ONE challenge that most limits your kaiako participation in PLD?

57 responses



- There is inadequate organisational/centralised funding for staff who PROVIDE PLD opportunities for our k...
- There is inadequate organisational/departments funding for our kaiako to PARTICIPATE in PLD
- Workload and/or other time constraints make it difficult for our kaiako to priorit...
- Something else (Please state what in GENERAL COMMENTS ON SECTIO...



How can AI help me with a PLD need?

- Choose **one** PLD need
- Find **one way** AI can help you with that need
 - **Google** OR
 - **Prompt** an AI assistant
- **Share** your answer

Jane's Chat GPT...

○ Prompt:

- Create a **30-minute plan** for a conference session
- Use **UDL principles**
- Ensure the plan is structured so participants can achieve the following **learning outcomes**:
 - Link Professional Learning and Development (PLD) needs and challenges to staying current with educational trends
 - Identify own PLD needs and challenges
 - Share one way AI can assist with a PLD need



ChatGPT





Your takeaway?

Thank you!



AI Panel: What will your future students look like?



Chair: Professor Paul Denny
University of Auckland

AI Panel: What will your future students look like?

Piara Allen, University of Auckland

Nasser Giacaman, University of Auckland

Irene Lubbe, University of Auckland

Alan Kan, Mission Ready HQ

David Parsons, academyEX

Chaired by **Professor Paul Denny**, University of Auckland



Becoming intentionally fallible



Cody Mankelow PhD

Faculty of Engineering and Design



Waipapa
Taumata Rau
**University
of Auckland**

Prompt, Alternative titles

○ Prompt:

Promoting ethical standards and practices in education by setting an example through thought leadership. Addressing issues such as equity, inclusivity, and academic integrity in your approach to teaching and learning.

○ Alternative titles:

- Bring yourself to work day
- Walking your walk
- Letting the mask slip



The background features a collage of stylized, colorful silhouettes of human heads in profile, facing right. Each head contains a simplified brain shape. The colors used include shades of pink, blue, yellow, and purple. The silhouettes are layered, creating a sense of depth. At the top, there are two semi-circular shapes, one purple and one red, resembling a sunset or sunrise.

Becoming intentionally fallible: **a journey of acceptance of a neurodiverse academic**



... / [Staff with disabilities and impairments](#) / [Meet some of our staff with disabilities](#) / **Meet Cody**

Meet Cody

Identifying his disability has been positive for Cody.



Cody Mankelow

An academic who always tells students about his dyslexia at the beginning of a class finds it breaks the ice and they are more likely to talk about their own learning challenges.

Related links

- [Support for staff with disabilities and impairments](#) >
- [Identifying disability status](#) >
- [Reasonable accommodation for staff with a disability](#) >
- [Disabled Staff/Staff with Disabilities Network \(DSN\)](#) >
- [Equity related information for staff](#) >
- [Equity in recruitment, selection and appointment](#) >



Thesis/ Conclusion

- Being open about who you are and your limitations liberates you, improves student engagement and learning.





Invisible disabilities

- Medical conditions like cancer, diabetes, epilepsy or respiratory conditions.
- Mental health disabilities like anxiety, depression or bipolar disorder.
- Neurological conditions such as migraine or traumatic brain injury.
- Print disability.
- Problems with dexterity e.g. OOS/RSI, injuries to fingers, hands, arms.
- Specific learning disabilities like dyslexia.
- Sensory problems like low vision or hearing impairment.



Invisible disabilities in NZ

ADHD: 1 in 20

Dyslexia: 1 in 10

Autism: 1 in 54



Whakawhanaungatanga

- Academic with learning difficulties
- Always taking the long way
- Always a struggle

10.02.2025

Dear Cody,

It's Suzanne Thurlow writing. I had the delight of teaching you privately at Green Bay many years ago (maybe three decades!) I recently had a conversation with my neighbour's grandson. He reminded me of you with his enthusiasm for what his life might hold, despite his struggles with reading and the written language. His ability to hold a conversation was impressive. I decided to Google your name, knowing that synchronicities like that happen for a reason! I was overwhelmed to see what a success you have made of your life, Cody, and soon found the tears flowing. - happy tears! What you have achieved defies all the adjectives I might produce. It is easy for me to visualise the consistent and persistent focus and 'hard graft' you must have employed to achieve so much.

And as well as the outstanding qualifications (those little groups of letters that disguise the enormous accomplishment), what moved me so much was the fact that you identified as a person with disabilities, and that you are

passionate about inclusive teaching - that was my passion too. It still sits there as I proudly watch our son, who is 52, achieve as a fire-fighter and a member of the USAR team. (The exams that FENZ set are hideous!)

Eighteen months ago Ian and I moved from Oxford into Christchurch, to a retirement village to be nearer to medical care for Ian. If you are ever in Christchurch I would love to see you.

Go well Cody. You are making the world a more humane place because of your knowledge and passion.

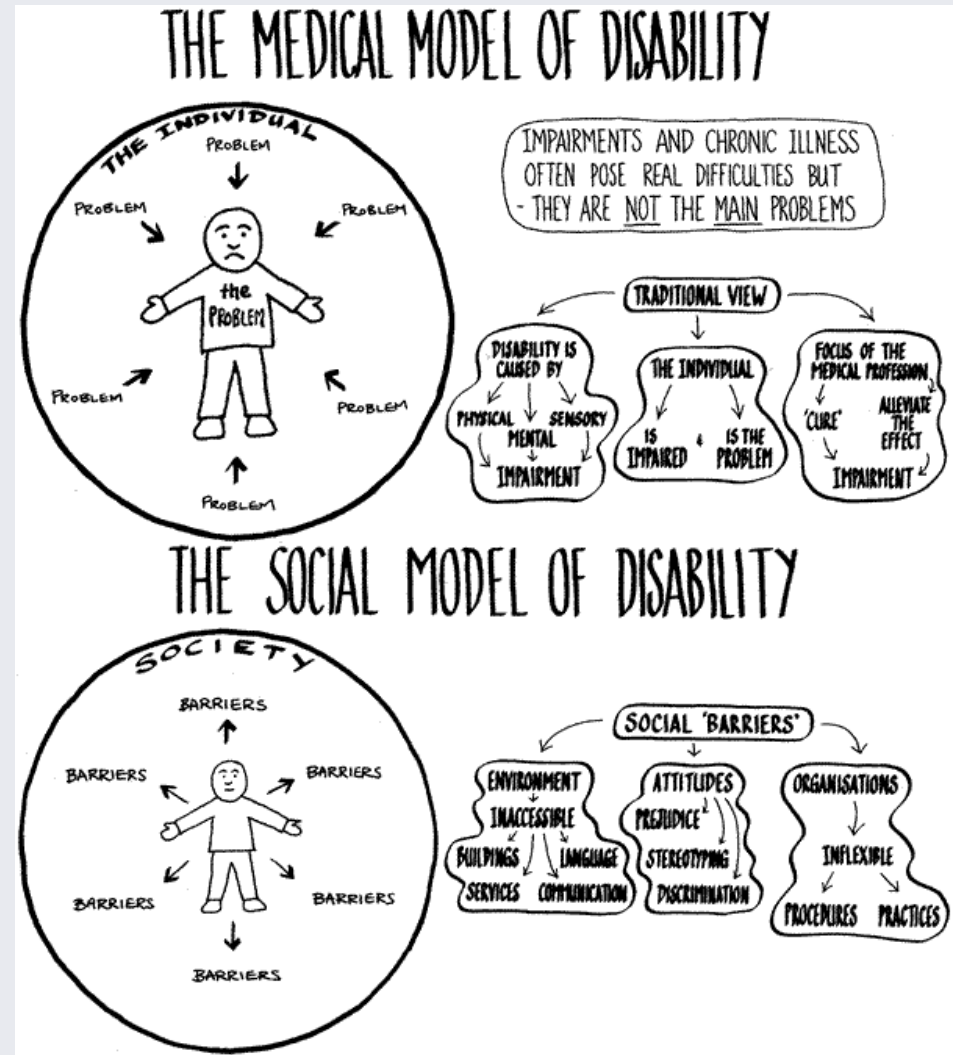
With love,
Suzanne Thurlow.

+ Villa 245
Somerset on Cavendish
147 Cavendish Rd
Casebrook
CHRISTCHURCH 8051.

+ iansuzanne.thurlow@xtra.co.nz

Concepts that helped

- Masking behaviour
- Neurodiversity
- Social model of disabilities





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What it looks like in Practice

Representation matters

... / [Staff with disabilities and impairments](#) / [Meet some of our staff with disabilities](#) / [Meet Cody](#)

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- [Equity in recruitment, selection and appointment](#)

What it looks like in Practice

Never forget the struggle:
Generate a learning environment that is welcoming and supports all students

Comments

Engagement and explaining

Cody was approachable and very willing to explain concepts in different ways and always made sure that everyone understood them. He also gave breaks in between the 2 hour lectures which was helpful to collect your thoughts and think of any questions

He was very encouraging for me to answer questions myself first instead of relying on information in front of me

Using a tonne of examples and taking lots of mini breaks so you had time to digest the info and ask questions. really approachable level of approachability. Didn't try to be fancy to seem smart. Always listened to Tumanako and other student input

Very clear explanations of content and of answers to questions that really ran through his thought process in a way that was easy to understand.

He is very personable and it made it easy to ask for help.

SFE: Neurodivergent Panel

Date: March 19th
Time: 6:00 – 8:00pm
Location: 260-073

Come along to meet our
panelists of neurodivergent
engineers to get a taste of the
industry!

Signup link in bio :)

+
Catering
is
included!



WELCOME BACK!

PROJECT WELLBEING

A STUDENT-LED WELLBEING INITIATIVE

RETURNS SOON!

Engage and Support Passion





Closing

James Oldfield

Ako Aotearoa Board

