



TE WHARE WĀNANGA O
AWANUIĀRANGI

Disability Action Plan

2025-2026

Table of Contents

- 1. Introduction2**
 - 1.1 Background2
 - 1.2 Disability Defined2

- 2. Our Foundation**
 - 2.1 Our Vision and Mission.....3
 - 2.2 Our Values.....4
 - 2.3 Our Connection to Te Tiriti o Waitangi.....5
 - 2.4 Our Strategic Direction.....5
 - 2.5 Equal Education Opportunities5
 - 2.6 Equal Employment Opportunities5
 - 2.7 Alignment with Government Objectives6
 - 2.8 Legislative Framework and Other Guidance6

- Our Action Plan.....7**
 - 3.1 Purpose of a Disability Action Plan7
 - 3.2 Development of Our Action Plan7
 - 3.3 Implementation of Our Action Plan.....8
 - 3.4 Monitoring and Evaluation of Our Action Plan.....8
 - 3.5 Our Action Plan.....9

1 Introduction

1.1 Background

The reforms of the health system and evolving government priorities have provided an opportunity to review and enhance support for the one in four New Zealanders that identify as disabled¹. *Whaikaha - Ministry of Disabled People* was established 1 July 2022 to work in partnership with the disability community, Māori and Government, and to help transform the disability system in line with the Enabling Good Lives (EGL) approach².

From 2022, the Tertiary Education Commission (TEC) required certain tertiary providers to develop action plans to eliminate barriers across all areas of the learning environment for disabled learners. This also aligns with the broader Tertiary Education Strategy (TES) released in 2020, specifically objective 2 – **Barrier Free Access**: “Reducing barriers to education for all, including Māori and Pacific learners/ākongā, disabled learners/ākongā, and those with learning support needs.”

The introduction of Disability Action Plans (DAPs) is designed to encourage and support Tertiary Education Organisations (TEOs) in taking a proactive approach to improving outcomes for disabled learners³. This initiative is also part of the government’s commitment to ensuring that TEOs fulfil their obligations under the United Nations Convention on the Rights of Persons with Disabilities.

1.2 Disability Defined

There are varying words and terms used to define disability. Article 1 of the Convention on the Rights of Persons with Disabilities (UNRPD) refers to disabled people as:

“Persons with disabilities who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”⁴.

For the purposes of developing our action plan we have followed the guidance from the Kia Ōrite toolkit which has adopted the definition of disability as per the *New Zealand Disability Strategy 2016-2026* which embraces the social model of disability where individuals have impairments that may be physical, sensory, neurological, psychiatric, learning or other impairments, rather than a disability. The strategy says:

“Disability is something that happens when people with impairments face barriers in society; it is society that disables us, not our impairments, this is the thing all disabled people have in common... It is something that happens when the world we live in has been designed by people who assume that everyone is the same”⁵.

¹ [New Ministry for Disabled People - Ministry of Social Development \(msd.govt.nz\)](https://www.msd.govt.nz)

² [Who we are | Whaikaha - Ministry of Disabled People](#)

³ [Tertiary Education Commission: A Guide for the Tertiary Sector](#)

⁴ [Convention on the Rights of Persons with Disabilities – Articles | United Nations Enable](#)

⁵ [New Zealand Disability Strategy 2016-2026 \(p.12\)](#)

2 Our Foundation



He Tūruapō

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiiā ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Our Vision

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

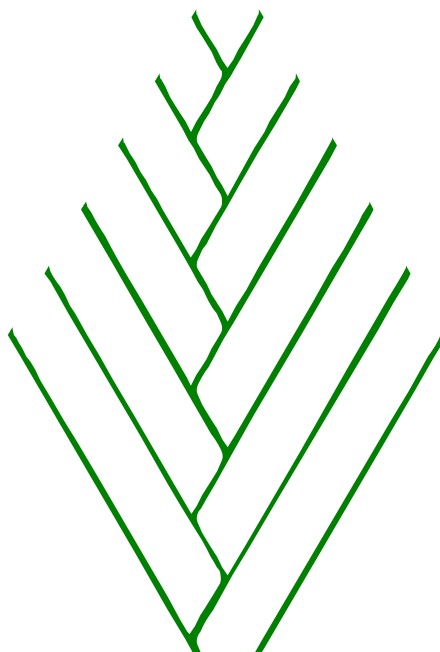


Te Whāinga Matua

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te ki, ko wai āno tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua. Parau ana tēnei ara whaingā, hei whakapūmau āno i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē. Koia rā ka tū pakari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi.

Our Mission

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future. We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others. Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.



Nga Uara

TIKA | PONO | AROHA

He uarā tautuhi ō tō mātou whare wānanga (Ngā Uara) kua whakaūtia e mātou ki roto i ngā taiao tautoko, taiao whakaako me te ako o Te Whare Wānanga o Awanuiārangi. Ka whakatōngia e Ngā uara te wairua whirinaki o tētahi ki tētahi, tae atu ki te hapori.

Our Values

TIKA | PONO | AROHA

Our organisation has defined values which we embed in the support, teaching and learning environments of Te Whare Wānanga o Awanuiārangi. Our values imbue a responsibility of duty towards each other and the wider community.



Manaakitanga

Hāpaihia te mana o te akonga, te manuhiri, te hapori, tētahi ki tētahi

To respect and care



Kaitiakitanga

Ko taku kāinga ko taku wānanga, ko taku wānanga ko taku kāinga

To protect and support



Tumu Whakaara

E rere e te kāhu kōrako, hei waerea i te ara o te kawau

To inspire and lead through example



Whānaungatanga

Miria te ara whakawhānanga o te akonga, o te hapori tētahi ki tētahi

To value all relationships and kinship connections



Pūmautanga

He pakau ringa kohatu, he tohu kia ita, kia u, kia mau

To commit to excellence and continuous improvement

2.3 Our Connection to Te Tiriti o Waitangi

Te Whare Wānanga o Awanuiārangi was created out of the concern and struggle for equitable educational outcomes and success for Māori. Historically, the WAI 718 claim and the respective settlements of 2003 and 2010 are testament to this struggle. They are testament also to the recognition by the crown, in terms of Te Tiriti o Waitangi, to provide more effectively for the education of Māori through programmes, and in an environment, designed to enhance their tertiary educational opportunities.

At the core of our existence lies our response to historical breaches of treaty principles and our commitment to dismantling barriers to education. This foundational ethos has profoundly shaped the design of our Development Action Plan (DAP) and underscores our distinctiveness as a wānanga. Our approach is centred on addressing the specific needs and unique characteristics of our learners, while also contributing to the broader development aspirations of the communities they serve.

2.4 Our Strategic Direction

The strategic direction of Awanuiārangi is encapsulated in our revised strategic plan which outlines our goals, priorities and required actions. It also describes our unique contribution as a wānanga to Māori achieving educational success as Māori, and clearly articulates our response to supporting the current and future aspirations of the communities we serve.

Our focus remains on providing quality services to tauira (students) that are grounded in kaupapa Māori and āhukatanga Māori. Our He Tauira – Quality Service plan, reflects our commitment to holistic student support, including pastoral care and equity initiatives. Our strategy also involves developing comprehensive support systems and leveraging data optimisation to enhance the learner journey.

2.5 Equal Education Opportunities

Awanuiārangi strives to ensure that all students can access, participate in and succeed in educational programmes. We are committed to providing a range of support services to help students throughout their educational journey toward a successful outcome. The purpose of our Equal Educational Opportunities policy aims to identify and eliminate any institutional barriers that cause or perpetuate, inequality in respect to the recruitment, selection, assessment or educational conditions of any persons or groups of persons. It also ensures that all people have equal access to the institution and facilities by minimising educational, physical, geographical and financial barriers to learning.

2.6 Equal Employment Opportunities

A focus on equal employment opportunities ensures that Awanuiārangi provides a supportive, safe and healthy environment conducive to quality teaching, research and community service. As an organisation, we have a range of policies and processes designed to provide equal employment opportunities for the recruitment, appointment, development and promotion of staff members.

Awanuiārangi is firmly committed to the principle of equal opportunity for all and recognizes the need to give practical effect to such responsibilities both as an employer and as an educational provider. The Human Rights Act 1993, which is incorporated into our policies, prohibits discrimination on the grounds of sex (gender), age, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, political opinion, employment status, family status, and sexual orientation⁶.

⁶ Equal Employment Opportunities Policy – Outcomes Section

2.7 Alignment with Government Objectives

Aligning with government priorities and TES strategic objectives, we emphasise placing learners at the heart of our initiatives, ensuring seamless access to education, quality teaching, leadership, and future readiness. Our approach includes developing comprehensive support systems and optimising data to enhance the learner journey. Awanuiārangi is committed to offering a range of Māori educational opportunities that positively impact the social, economic and cultural growth of whānau, hapū, iwi and communities – positioning them to make positive contributions to New Zealand society and the world⁷.

The Kia Ōrite Toolkit published by TEC and ACHIEV, revises and strengthens the Kia Ōrite New Zealand code of practice by updating best practice standards and aligning each with contemporary tools for implementing them across the tertiary education environment of Aotearoa. The toolkit along with DAP guidance issued by the TEC have informed the development of this Disability Action Plan (2025-2026) which outlines the next steps for further implementation of the changes required to support the barrier free access for all learners, offering a blueprint for change and compliance with funding requirements.

Our support services focus on providing a high level of advocacy, information and assistance to students through Awhi Tauria (Student Learning Support), Tauria Voice (Student Voice), Library and Information Services, e-Wānanga Learning Management System and Information Technology.

2.8 Legislative Framework and Other Guidance

Awanuiārangi is bound by legislation relating to disability and discrimination, including the following:

- Education and Training Act 2020
- Crown Entities Act 2004
- Health & Safety at Work Act 2015
- Employment Relations Act 2000
- Human Rights Act 1993
- Harassment Act 1997
- Public Sector Act 2020
- Privacy Act 2020

New Zealand is also party to United Nations Conventions which address issues of disability and equality, specifically Article 24 of the Convention on the Rights of Persons with Disabilities (UNRPD) that relates to the rights of persons with disabilities to education which requires:

- equality of access to an inclusive, quality education (Art 24(2)(b))
- reasonable accommodation of the requirements of disabled students (Art 24(2)(c))
- the delivery of support within the general education system (Art 24(2)(d))
- support measures that are effective, individualised, provided in an environment that maximises academic and social development, and consistent with the goal of full inclusion (Art 24(2)(e)).

⁷ Te Rautaki 2022

3 Our Action Plan

3.1 Disability Action Plan

A Disability Action Plan (DAP) is “a strategy for changing those practices that might result in discrimination (intentional or unintentional) against disabled people and to improve outcomes for disabled learners in their education journey”⁸. The creation of an action plan is designed to support the identification of current practices and offer a blueprint for change; and to ensure compliance with our funding requirements.

This Disability Action Plan (2025-2026) reflects our unique history as a wānanga, our distinctive operational approach, and Ngā Uara (our defined values), emphasising our duty towards each other and the wider community. Developed in alignment with our revised strategy this action plan integrates community, student, and staff feedback to promote cultural citizenship and holistic development within an inclusive indigenous education framework. This approach allows us to track our success and take responsive actions and is a crucial part of our overarching strategy. The implementation of this plan is expected to produce many benefits including encouraging broader participation, minimising discrimination and centralising our support services.

3.2 Development of Our Plan

The development of our plan is an extension of existing frameworks, strategies and policies, including our defined values, our commitment to Equal Education and Employment Opportunities and to Te Tiriti o Waitangi. Our plan is embedded in our revised strategy as a key component of continuing the naturally inclusive culture we as a Māori organisation have towards all people, including the needs of people with disability.

A review was carried out across key national, regional and local documents. A key theme identified was for the development and implementation of action plans to be done in partnership with disabled learners and their whānau. This best practice approach ensures that disabled people are involved in the decision making that impacts them. One of the main challenges in developing our plan has been access to data to identify disabled learners and to engaging with our disabled learners.

Access to data is not uncommon and the disability office has identified that “one challenge in monitoring these strategies is that describing the outcomes for disabled children and young people can be difficult with current administrative data (Office for Disability Issues, 2018)”. We have found while our enrolment forms have a section on disability often taura feel whakamā (shy, embarrassed) about disclosing their impairments. Support for our disabled taura has often occurred on an inquiry basis (reactive) rather than at the point of enrolment with disclosure being the trigger for student assessments and organising the necessary support services.

Almost 5%
of our taura population
have self-identified
disabilities or impairments

Self-Managing
Majority of these taura
are self-managing their
disability or impairment

⁸ Kia Ōrite Toolkit - A New Zealand code of practice, July 2021 (p.3 – 5)

3.3 Implementation of Our Plan

The responsibility for implementation of this Disability Action Plan will be shared by staff from across Awanuiārangi including academic staff and staff providing services to students. The Executive Team and the Disability Working Group continues to play a leading role in implementation and will be available for support and advice to other staff implementing actions.

Our priority actions remain largely unchanged in our revised plan. Focus has been on engaging with each disabled taura and the establishment of a Disability Working Group inclusive of lived experience, to drive this kaupapa across Awanuiārangi.

We are building from a position of strength and well placed to achieve equity because of our:

- Unique kaupapa Māori approach to education (inclusive and supportive)
- 83% of our Taura are representative of the so called “marginalised” demographic and servicing them and their communities is not new to us
- Access to experts in the field on Research and Innovation
- Existing relationships with our communities and local health providers.

3.4 Monitoring and Evaluation

Quarterly progress updates and annual reporting requirements have been implemented. The intention of these reporting requirements are to enable us to track our progress towards achieving the outcomes outlined in our plan. Alignment with our various learner-connected strategies will enable us to better evaluate the effectiveness on this plan.

The ongoing incorporation of Taura Voice will also enable us to ascertain the level of response and support required by our taura. The Kia Ōrite requirements alongside our Taura Voice will be used to evaluate and determine on-going improvements to the DAP of Awanuiārangi. The refinement of measures will also enable us to better assess the overall effectiveness of our plan.

3.5 Action Plan

This plan is focused around four key areas and the actions aim to proactively address the challenges of achieving equitable access for students with disabilities and reaffirms the commitment of Awanuiārangi to providing an āhuatanga Māori experience for all students.

Assets and Infrastructure					
#	Action	Outcome	Measure	Responsibility	Due Date
1	Incorporate Physical Access Audits to existing Capital Asset Management plans and self-assessment reviews	An established baseline to measure ongoing improvements.	Accessibility audit completed and work programmes established to address any recommendations	Disability Working Group, Operations, IT, External Auditors	Annual Progress Reviews June 2024 June 2025
2	Identify and implement accessible information and communication technology.	Improved access to information and technology equipment.	Innovation is reported on regularly and made available (communicated).	Disability Working Group, Awhi Taura, e-Wananga, IT	Annual Progress Reviews June 2024 June 2025
3	Incorporate accessibility into event planning and management.	Ensure access for current and prospective disabled learners and their whanau.	Event feedback demonstrates accessibility needs are met.	Disability Working, Marketing	Annual Progress Reviews June 2024 June 2025

Teaching and Learning

#	Action	Outcome	Measure	Responsibility	Due Date
4	Continue to establish baseline data by impairment type and set targets for improvement	Increase knowledge of current taura and staff demographics to better inform policy and practices.	Annual reporting against targets (yet to be established)	Disability Working Group, Taura Voice and HR	Annual Progress Reviews June 2024 June 2025
5	Continue to explore and source available tools suitable for a wide range of impairment.	A wide range of impairments are accommodated.	Report on number of students and impairments, and review of whether tools met their needs.	Disability Working Group, Learning Support Unit	Annual Progress Reviews June 2024 June 2025
6	Create a learning support register and booking system of available tools and resources for teaching and learning	Increased range of learning tools available to better assist Kaiako to meet the needs of taura.	Report on availability of tools and frequency of use.	Disability Working Group, Learning Support Unit, IT	June 2024

Organisational Performance

#	Action	Outcome	Measure	Responsibility	Due Date
7	Continue to build data set of taura and staff needs.	Increased quantity and quality of data available. Robust data collection and measures to inform planning.	Increase in number of responses from staff and taura engagement.	Disability Working, Executive Sponsor	Annual Progress Reviews June 2024 June 2025
8	Review policies and plans to ensure alignment with best practice.	Policies aligned with best practice.	Policies meet best practice.	Disability Working, Executive Sponsor	2023/2024
9	Regular review of implementation and progress of DAP initiatives.	Monitoring and evaluation processes are implemented.	DAP objectives are implemented and achieved.	Disability Working, Executive Sponsor	Quarterly Progress Updates
10	Develop a training programme to ensure staff can better support taura.	Staff are well supported, educated, and trained.	100% of staff have completed training.	Disability Working, HR, Executive Sponsor	December 2025

Relationships and Awareness

#	Action	Outcome	Measure	Responsibility	Due Date
11	Establish working group inclusive of disabled learners and their whanau.	Disabled learners inform plans and policies.	Working Group is established, and Terms of Reference agreed.	Executive Sponsor	Annual Review of Membership and Terms of Reference
12	Website, brochures, student handbooks and other marketing materials updated to reflect our commitment to reducing barriers.	Increased awareness of our support services through marketing and materials.	Feedback from tauira and staff reflect increased awareness of support services.	Disability Working, Executive Sponsor	December 2024 Publication of Revised DAP Centralise access to information and resources (Internal and External Portals)
13	Continued identification of resources, tools, and local health providers at each campus to better support tauira and staff.	Staff are better informed of services available and can connect tauira and staff with local health, disability, and social services.	Maintain current list of available services and the number of engagements annually is reported.	Disability Working, HR, Executive Sponsor	Reviewed Quarterly Reported Annually