

Practical Use of Education and Dyslexic Lenses within Tertiary Education: The Dyslexia-Friendly Quality Mark

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Abstract

This paper offers a lens to the Dyslexia-Friendly Quality Mark experience, from the perspective of a dyslexic person, how their perceptions shaped their perspectives, and the manifestation of these while journeying towards achieving the Dyslexia-Friendly Quality Mark.

Normalising dyslexia and providing safe environments where dyslexia awareness is seen to be commonplace is important, and will support those who have prior experiences of struggling with education. Positive awareness of dyslexia supports diversity, performance, motivation and retention. It also benefits the learning of all learners and staff, not just those with dyslexic tendencies, by equipping them with awareness of advantageous strategies for themselves, their communities and organisations, both now and in the future. It is important for tertiary organisations to remember that a dyslexic person is likely to have dyslexic family members. Dyslexic people and whānau (family) may not know they are dyslexic (or may not identify as such), dyslexic people remain in education despite prior experiences or frustrations, and our dyslexic people are resilient and determined, having manoeuvred their way around obstacles to be in our organisations.

The discussion surrounding dyslexia continues globally; significantly, there are things afoot in Aotearoa New Zealand that have gained attention overseas, and will have a resounding impact on tertiary staff and learners. It is an exciting time for dyslexia and Aotearoa New Zealand.

Keywords: Dyslexia, Dyslexia-Friendly Quality Mark, DFQM, vocational education, tertiary education

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