# How can PPTA Te Wehengarua support our Neurodivergent Members?

## A Report to Annual Conference



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# Executive Summary


- PPTA Te Wehengarua 2023 annual conference paper, 'Thinking Differently – Inclusion for Neurodiverse Kaiako in Education' led to the establishment of a Neurodivergent Kaiako Network and advisory committee.

- In May 2026, the committee surveyed neurodivergent members of PPTA Te Wehengarua. They received 295 responses from across 23 rohe.

- ADHD and autism were the two most frequently described forms of neurodivergence, representing 78% of responses.

- 52% of respondents had received a formal diagnosis of neurodivergence. Members told us that cost and access were significant barriers to diagnosis.

- Only around 27% of respondents had shared information about their neurodivergence with their current employer. Some members are afraid of stigma or discrimination.

- ND members identified many strengths and abilities, including empathy, hyperfocus, pattern recognition, creativity, social justice, attention to detail, honesty and loyalty.

- Respondents also shared challenges that they face in schools. The most common of these were overstimulation, people pleasing, sensory challenges, task paralysis and perfectionism.

- Most frequently used accommodations were headphones/earplugs, deadlines, fidgets/sensory tools and safe spaces. ND kaiako were providing the majority of their own accommodations in the workplace.

- Schools may not know what accommodations and supports are possible, and some members told us that schools are refusing reasonable requests. Some members don't know what supports to ask for or haven't asked as they are worried about stigma from school leaders.

- Members told us that there is a lack of awareness and understanding about neurodivergent teachers in schools. Many ND kaiako have unmet needs in schools and risk of burnout is high.

- Neurodivergent members are uniquely equipped to respond to the needs of neurodivergent ākonga and their whānau. They want to be supported to do their best.


The Neurodivergent Kaiako Advisory Committee makes the following recommendations:
That Executive:

- Supports NDKAC to develop guidance and advice for school leaders about accommodations and supports for neurodivergent kaiako;

- Supports NDKAC to develop and implement PLD for teachers and leaders about neurodivergence, in both teachers and students;

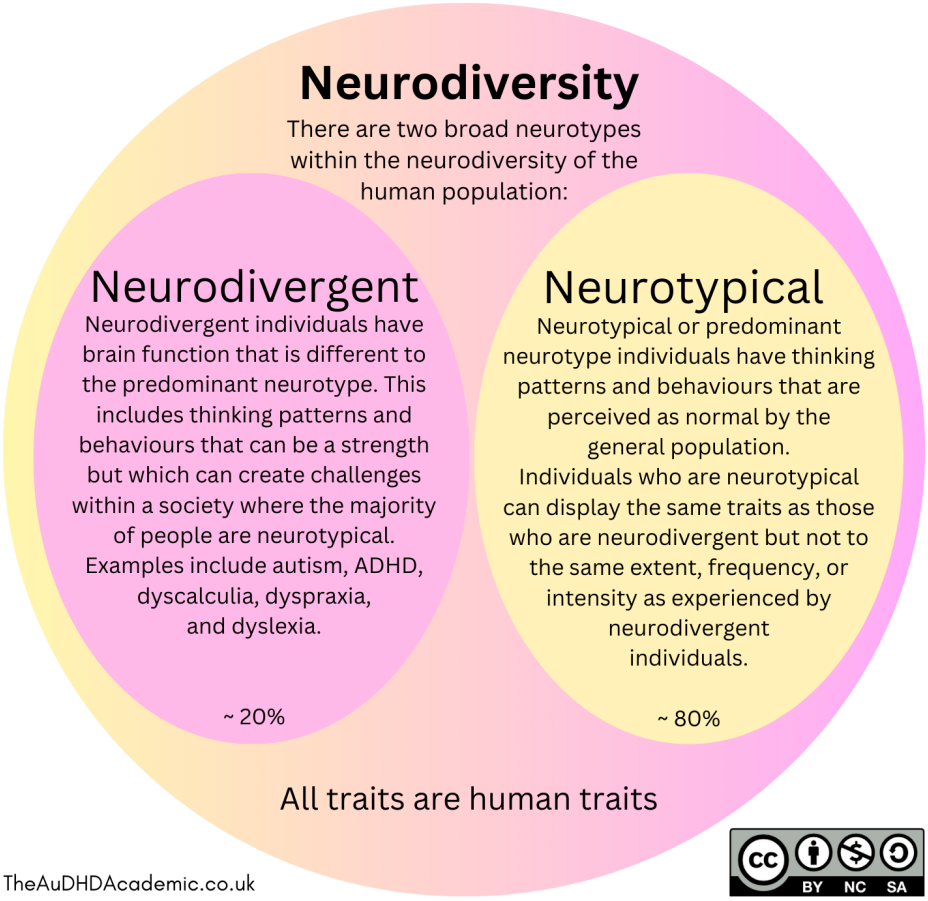
- Assists the growth of the ND kaiako network, so that members can connect and share experiences and strategies with like-minded peers;
- Supports NDKAC to develop contextual help-sheets to help ND members to have conversations with school leaders about neurodivergence;
- Advocates for flexibility and reasonable accommodations for ND kaiako;
- Creates a process to provide financial support to remove a barrier for neurodivergent members to access formal diagnosis;
- Considers further engagement with neurodivergent members to improve understanding;
- Further explores intersectionality and especially in relation to the experiences and support needs of ND kaiako Māori, in line with PPTA's constitutional objective to affirm and advance Te Tiriti o Waitangi.

# What is Neurodivergence?

Neurodivergence is a term attributed to Judy Singer, an Australian sociologist in the late 1990s[1]. It is a non-medical, umbrella term that includes a wide range of neurological differences. It includes but is not limited to: innate differences such as ADHD, autism and Tourette's, learning differences such as dyslexia, DCD/dyspraxia, dyscalculia and dysgraphia, and acquired differences such as anxiety, depression, PTSD and brain injury.

It is estimated that a significant minority (15-20%) of the global population is neurodivergent[2].

'Neurodiversity' is a term that can be used to describe the overall neurological diversity in the human population – including neurodivergent and neurotypical people.




[1] https://journals.sagepub.com/doi/pdf/10.1177/1536504212456175

[2] https://academic.oup.com/bmb/article/135/1/108/5913187

# Background

The Neurodivergent Kaiako Advisory Committee (**NDKAC**) and Network were established following the passing of the 2023 Annual Conference Paper, '*Thinking Differently – Inclusion for Neurodiverse Kaiako in Education*'.

The conference paper included the following recommendations:

- *That the strengths of neurodivergent kaiako be officially recognised by PPTA Te Wehengarua*
- *That an associated advisory committee:*
  *a. Be convened to report to annual conference…with recommendations on:*
  *i. systems to best utilise and recognise and support the unique abilities of our neurodivergent kaiako*
  *ii. Addressing challenges faced by neurodivergent kaiako in kura across the country*

To enact these recommendations, NDKAC undertook a survey to collect information from neurodivergent (**ND**) kaiako members. The survey sought to gather baseline data to support PPTA Te Wehengarua to better understand and support its members.

# Methodology

The survey was designed to provide a snapshot of ND kaiako – focusing on the themes identified in the 2023 paper's recommendations. This included identifying ND members' strengths and challenges, use of accommodations and how PPTA Te Wehengarua can provide support.

The survey was developed with the NDKAC and undertaken between 15-29 May 2026. It was open to PPTA Te Wehengarua members who identify as neurodivergent – either formally diagnosed or self-diagnosed.

Members could request release time to complete the survey. The survey would be anonymous, with the information used solely for the purpose of the annual conference report. We received 295 completed survey responses, from across 23 regions.

Alongside the online survey, three online hui were held to provide an additional method for ND members to meet to discuss the themes. A small number of members attended each session, providing the advisory officer and committee with rich discussions to provide additional material and triangulation to support the survey data.

# Statement of limitations

The time and capacity for a full research project were not available. The intention for the survey was to act as an initial snapshot to gather baseline data. NDKAC acknowledges that, therefore, this may not have captured the full range of experiences of ND members.

Some members identified issues with the survey; for example, not understanding a follow-up question or not finding a place to add additional information. This may have impacted the quality of responses for a small number of respondents.

Furthermore, we recognise the heterogeneity of the neurodivergent population, including within the PPTA Te Wehengarua membership. Different types of neurodivergence may experience different strengths and challenges, and neurodivergent people within the same neurodivergent group may also have different experiences from each other.

This survey could not account for individual contexts and should not therefore be expected to represent all potential representations of neurodivergent experience. Additionally, we acknowledge the likelihood of data skewing towards characteristics of types of neurodivergence with larger numbers of respondents, such as autism and ADHD.

Moreover, while the survey allowed for acknowledgement of multiple forms of neurodivergence, there was no capacity for recognition of further intersectionality – such as disability, gender, ethnicity. This was an intentional choice when

developing the survey, to ensure anonymity amongst this cohort of PPTA Te Wehengarua members. Some respondents chose to make links between neurodivergence and LGBTQIA+ identity in open-text responses.

The NDKAC recommends that PPTA Te Wehengarua consider ways to continue consultation and engagement with neurodivergent kaiako, to ensure that their needs and experiences are fully understood.

# Section One: Quantitative Findings

## 1.1 Regional demographics

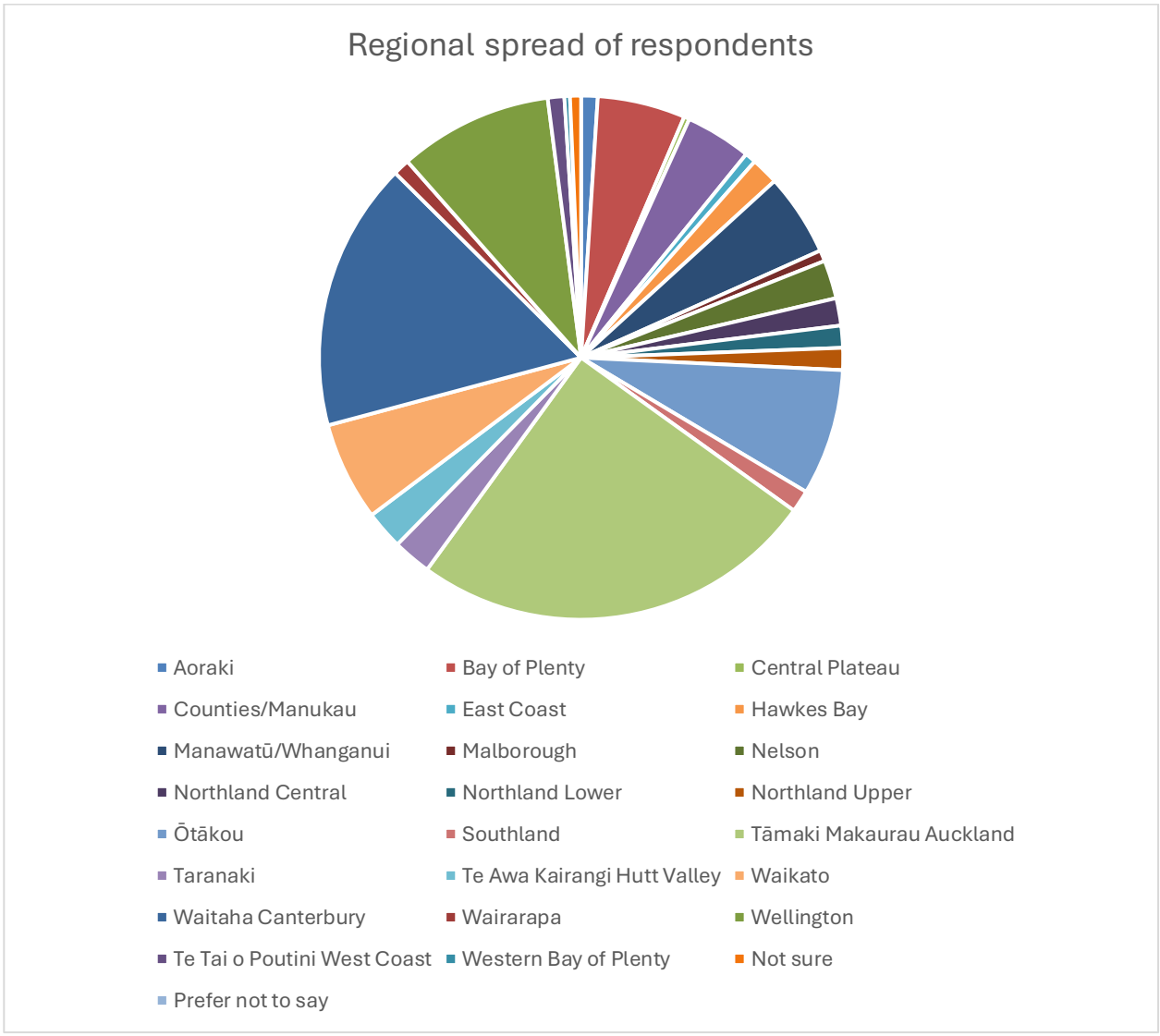



*Figure 1*

Completed survey responses were received from across 23 rohe, as shown in Figure 1. The largest number of responses came from Tāmaki Makaurau Auckland, with just over 25% of all responses. This response rate reflects the size of the region, which houses the highest number of schools and teachers. The next largest regions in terms of respondents were Waitaha Canterbury (16.6%), Wellington (9.5%) and Ōtākou (7.8%).

**Consideration**

Initial data indicates a higher number of neurodivergent members in major urban areas. Further investigation could be considered to establish whether there are additional barriers to identification of neurodivergence (through self-diagnosis or formal assessment) for members in rural regions.

### 1.2 Types of neurodivergence

Members were invited to tell us about their neurodivergence, via an open text response. This format enabled respondents to choose the level of specificity they wanted to share and reduced the chance of perceived siloing under specific labels. The data has been tallied into Figure 2.

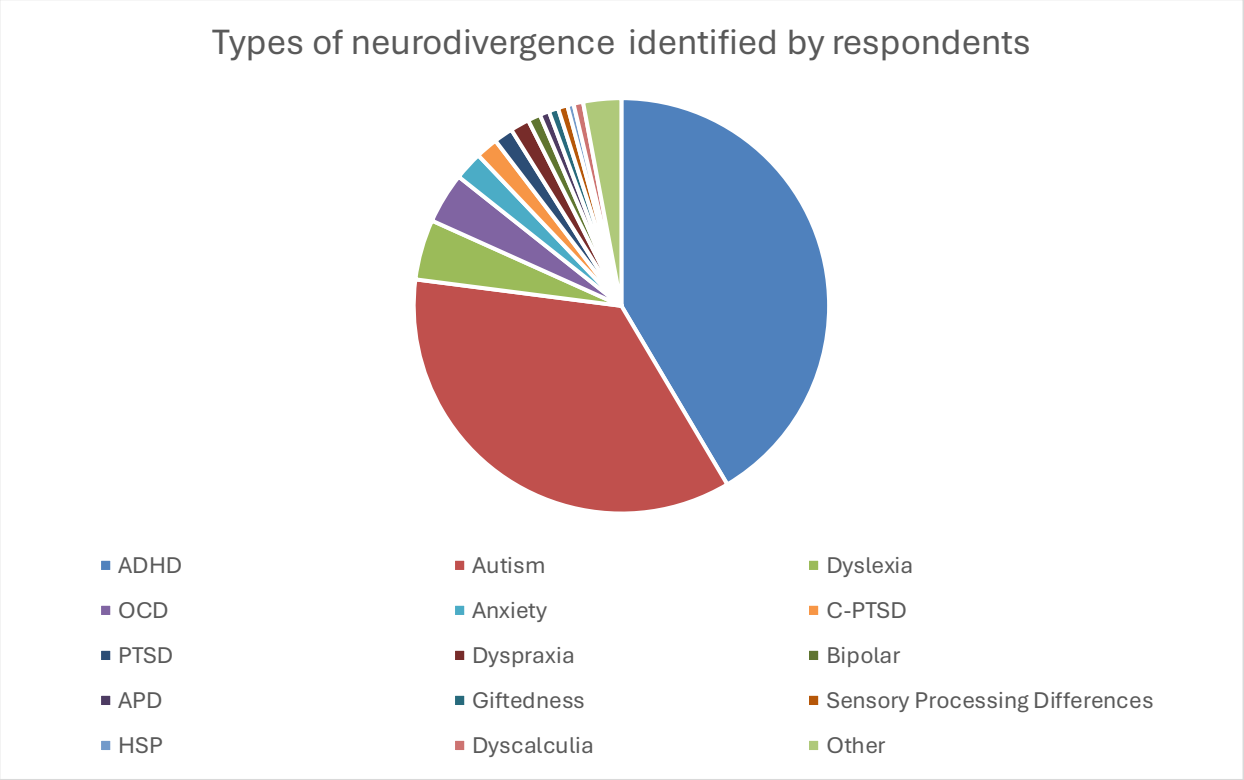



*Figure 2*

The two most frequently described types of neurodivergence were ADHD (42%) and Autism (36%), with 65 out of 242 respondents (27%) also reporting diagnosis or suspected diagnosis of the two concurrently (sometimes known as "AuDHD"). This mirrors current research, which estimates significant co-occurrence of these forms of neurodivergence[3], despite previous iterations of diagnostic criteria prohibiting simultaneous diagnosis of these two forms of neurodivergence[4].

Many respondents listed two or more forms of neurodivergence in their responses. For example, dyslexia and ADHD, or in some cases, an innate neurodivergence such as autism alongside an acquired neurodivergence like PTSD (post-traumatic stress disorder).

Where only one respondent described a form of neurodivergence, these have been grouped into the 'other' category in Figure 2. This is to ensure the anonymity of respondents' data.

**Consideration**

Initial data indicates a higher proportion of autism and ADHD amongst respondents than other kinds of neurodivergence. However, further investigation may be needed to confirm whether this is an accurate reflection of the wider membership.

Moreover, it is possible that member uptake in the survey could have been influenced by the strong association of the term 'neurodivergent' with autism and ADHD in popular culture. However, the term 'neurodivergence' encompasses a

[3] https://www.sciencedirect.com/science/article/pii/S1750946721000349; https://www.sciencedirect.com/science/article/abs/pii/S0165178123006078

[4] https://www.mdpi.com/2227-9067/4/8/62

wide range of innate and acquired identities and conditions. Member education could be considered to improve baseline understanding of neurodivergence.

### 1.3 Diagnosis

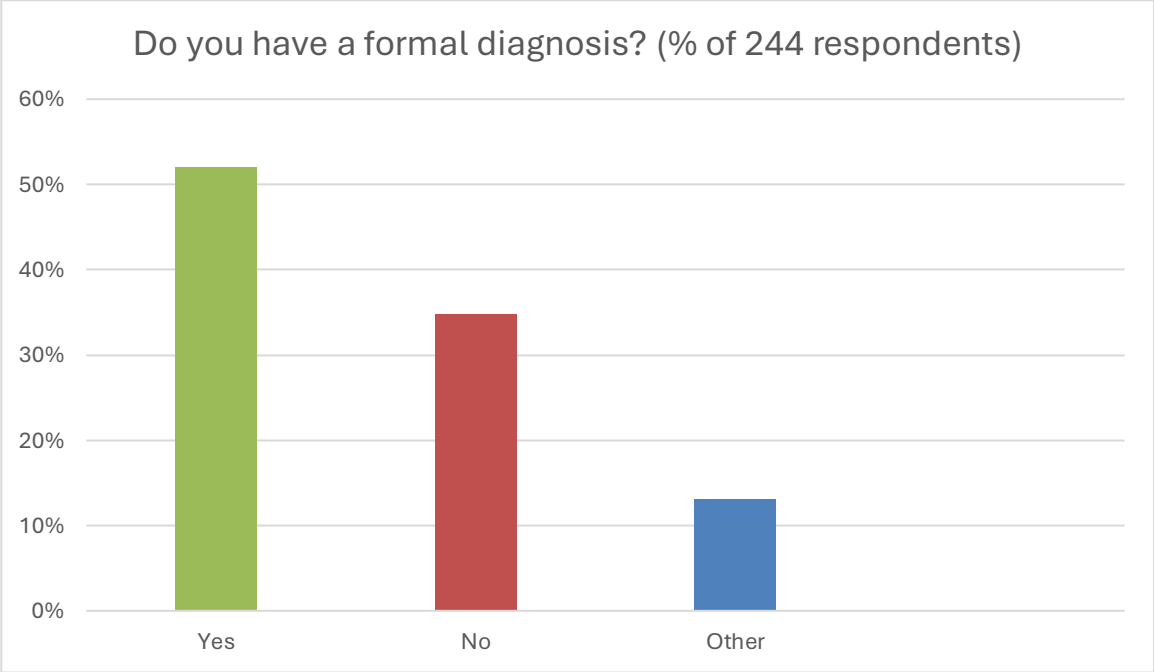



*Table 3*

Of the 244 responses to this question, 52% had received a formal diagnosis for a form of neurodivergence, while 34.8% had not. The survey allowed for a text box 'other' response, which allowed for further explanation from members about their specific circumstances.

Many members spoke of a mixture of formal and informal diagnosis. For example, a respondent might have a received an ADHD diagnosis but have a suspected diagnosis of another form of neurodivergence.

Some respondents had been recommended to seek a diagnosis by a health professional; some had initiated a process towards diagnostic assessment; others highlighted that high cost and time were significant barriers to formal assessment. Fear of stigma was shared as another barrier.

Several respondents self-identified following formal diagnosis of their children or family members. A small minority of respondents received diagnoses during childhood.

**Consideration**

Survey data indicates that access to formal diagnosis is a significant barrier for respondents. PPTA Te Wehengarua could consider approaches to reduce this barrier.

### 1.4 Disclosure

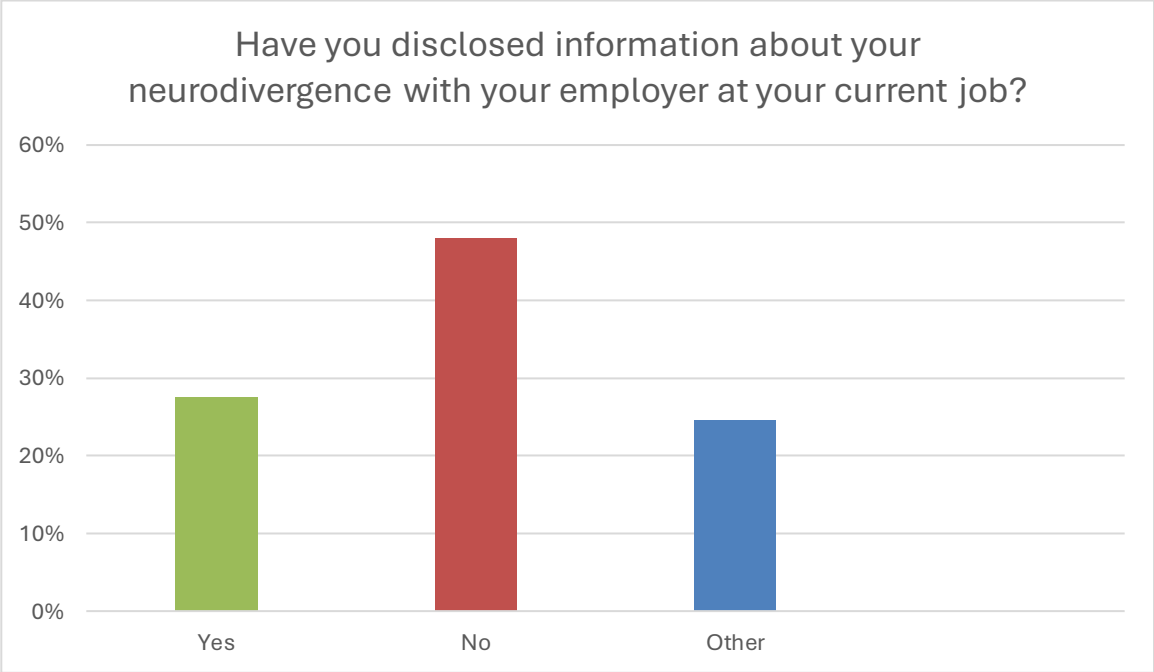



*Table 4*

Almost 48% of the 244 respondents who answered this question had not disclosed information about their neurodivergence with their current employer, with just over 27% saying that they had.

Nearly a quarter of respondents chose the text box 'other' option. Explanations from those respondents included those who:

- Believed their employer knew about their neurodivergence, despite the member not sharing it formally
- Notified their managers and/or colleagues, but not the school leadership
- Had shared some of their diagnoses, but not all

Several of these topics were also raised in a later section of the survey.

**Consideration**

A significant proportion of respondents had not informed their current employer about their neurodivergence. In some instances, this was due to the lack of formal diagnosis, or fear of stigma or different treatment.

While disclosure is not a legal requirement in New Zealand, an employer can ask whether an employee has a disability or health condition which may impact their ability to perform their role. The Human Rights Act 1993 protects individuals against discrimination in their employment and supports the application of reasonable accommodations and the Employment Relations Act 2000 enables an employee to ask for flexible working conditions.

However, if a member has not disclosed their neurodivergence, this will impact their ability to request reasonable accommodations to support their work. PPTA Te Wehengarua could develop resources to support members who are considering disclosure and more generally, resources to increase understanding and awareness of neurodivergence.

### 1.5 Strengths of ND members

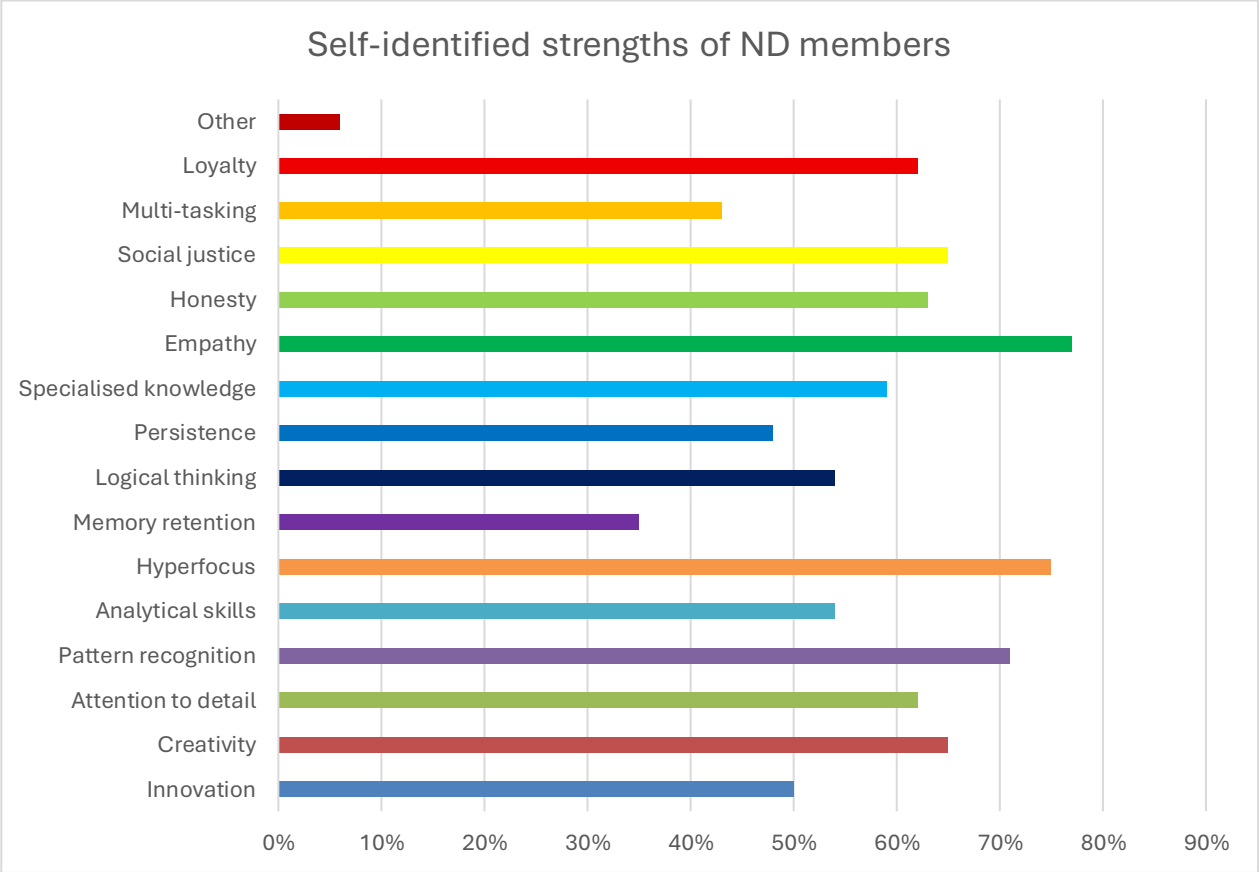



*Table 5*

In the survey, neurodivergent members were presented with a list of potential strengths that was drawn from international sources and NDKAC experience.

As shown by table 5, the strengths that were most highly identified with by the 241 respondents who answered this question were empathy, hyperfocus and pattern recognition (>70%). Creativity, social justice, attention to detail, honesty and loyalty also resonated highly – as identified by over 60% of respondents.

Responses in the 'other' section included knowing how to support ND ākonga and whānau, autonomy and independence, emotional sensitivity, sense of humour, capacity to learn new skills quickly and work ethic.

The NDKAC recognises the many strengths and abilities that PPTA Te Wehengarua neurodivergent kaiako bring to classrooms and schools. We acknowledge the value of supporting our ND members so that their strengths can be recognised and nurtured.

### 1.6 Challenges faced by ND members

Members were asked to select from a list of suggested challenges that some neurodivergent people face in the workplace that can require additional support. The list was developed based on international sources and NDKAC experience. Members were encouraged to select all the options that best reflected their experience as a neurodivergent person. Table 6 outlines the data from the 237 responses.

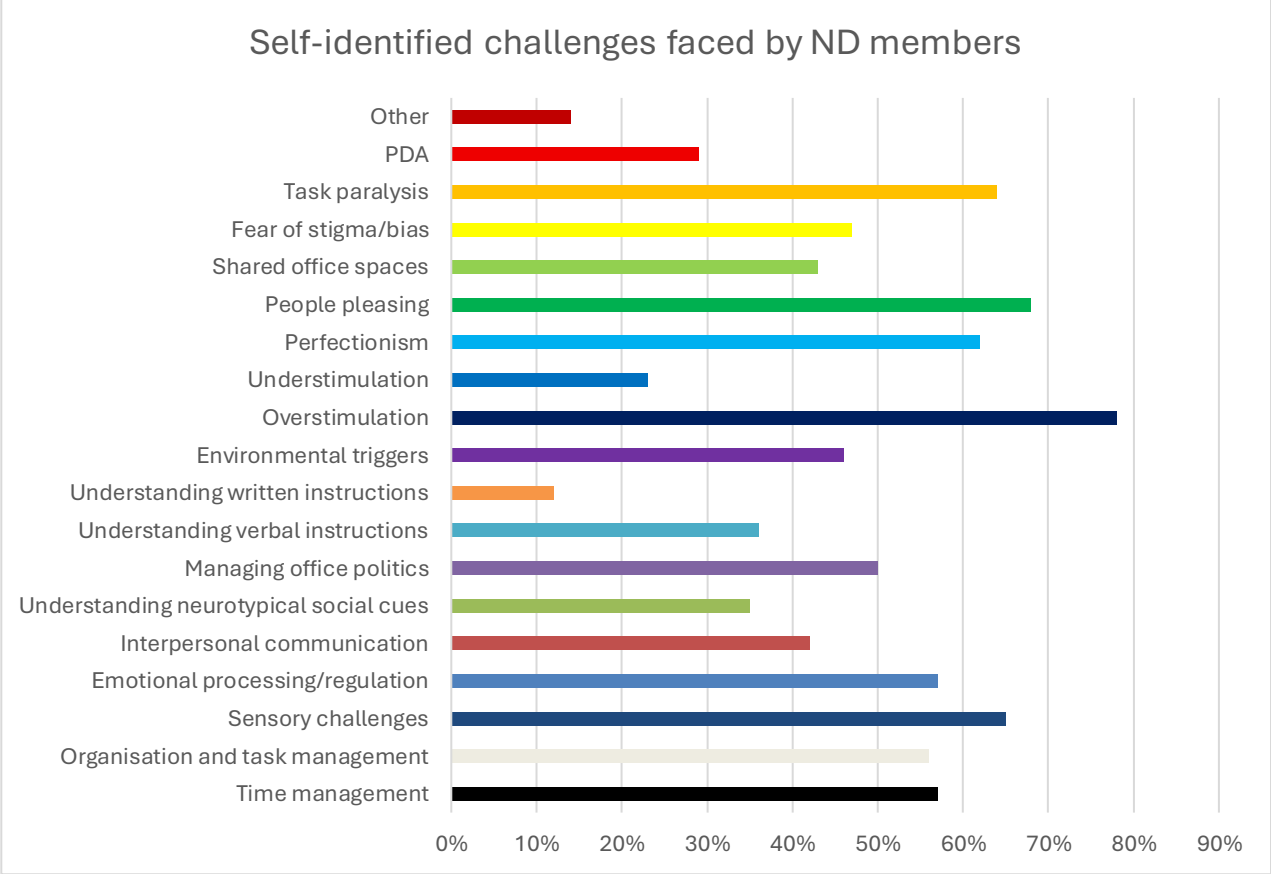



*Table 6*

While the respondents identified with different types of neurodivergence, there were commonalities between the kinds of challenges that they face in the workplace. The most common challenge identified was overstimulation. Overstimulation is when a person's nervous system receives more sensory input and information than their brain can process. Neurodivergent people, especially autistic people and those with ADHD, can have processing differences that make them more attune to sensory input.

This is also linked to other sensory challenges – which could include diminished sensory sensitivity and sensory avoidance or sensory seeking responses. Schools are highly sensory environments, full of noises (ākonga, bells, music), fluorescent lighting, smells (body odour, deodorant/perfume, cleaning supplies) and a variety of textures and materials. These can also be considered environmental triggers and can impact on the wellbeing of neurodivergent kaiako. Overstimulation can lead to exhaustion, overwhelm and in some instances, a meltdown or shutdown response. In the longer term, it can result in burnout.

In the survey, members also highlighted psychological challenges such as perfectionism and people pleasing. These are often connected, with perfectionism relating to someone setting extremely high expectations for themselves and often fearing failure, and people pleasing involves putting others' needs ahead of your own.

Executive function challenges also featured highly – including task paralysis and time, organisational and task management. These might look different depending on the type of neurodivergence – for example, an autistic teacher might be highly organised, but struggle with time management due to hyperfocus. A teacher with ADHD might find it difficult to estimate how much time is required for a certain activity, due to time blindness.

With task paralysis, one neurodivergent teacher might struggle to transition from one task into another, whereas another teacher might have difficulty organising their thoughts onto paper. Executive functioning can also include emotional processing and regulation challenges, where emotions can feel more intense and difficult to manage and/or understand. This can also include rejection sensitive dysphoria (RSD), where someone can experience an intense emotional response to real or perceived rejection.

Members also indicated communication and relational difficulties – including managing office politics, shared office spaces, interpersonal communication and fear of stigma and bias.

Some members described elements of these challenges as strengths. For example, some neurodivergent kaiako excel at organising, task and time management, and appreciate the conscientiousness and attention to detail that can stem from perfectionism. Other respondents acknowledged that strategies that they have developed in response to the challenges they face have become strengths – such as direct communication, boundary setting, and improving classroom sensory environments for their ākonga.

**Consideration**

The survey data highlights a wide range of challenges that neurodivergent members may face in their schools. It is important for PPTA Te Wehengarua to consider how to address these challenges and provide guidance for schools around supporting ND kaiako.

### 1.7 Supports and accommodations

The survey asked ND kaiako to identify from a list of suggested accommodations which they were using, and who provides them. 222 respondents chose to answer, although not all respondents engaged with both aspects of the question.

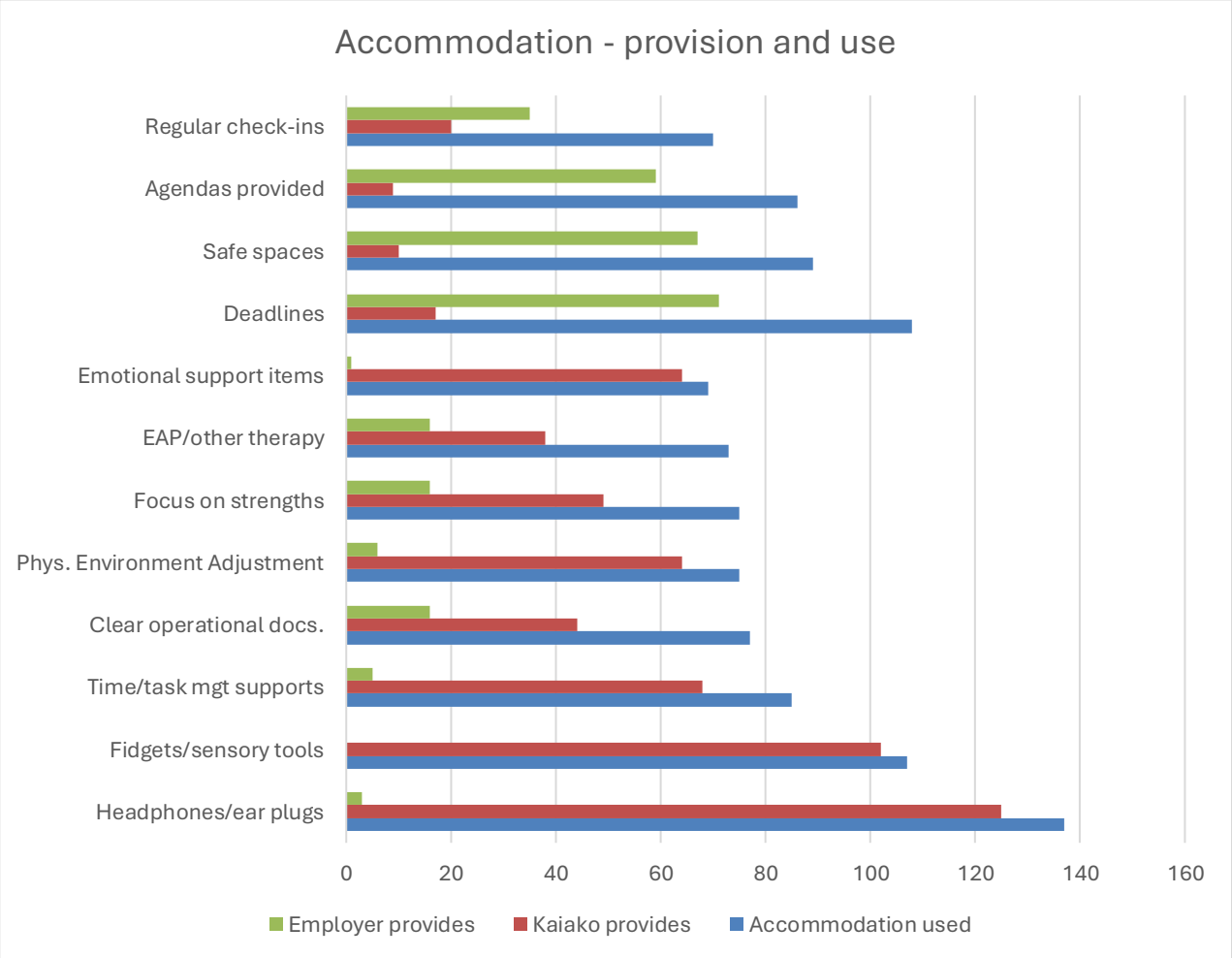



*Table 7*

As shown in table 7, neurodivergent kaiako are using a wide range of accommodations to support their needs. Unsurprisingly, given the prominence of stimulation/sensory challenges shared by respondents, sensory supports such as headphones/ear plugs and sensory tools featured highly in this list. These were almost always provided by the neurodivergent teachers, as opposed to their employer.

Deadlines were selected by 108 respondents as an accommodation that they use to support their work. These can be used to help support a neurodivergent kaiako with work prioritisation and time management and were generally provided mainly by the employer. Employers were also more likely to provide safe spaces, agendas and regular check-ins. However, in general, kaiako were providing most of their own accommodations.

**Consideration**

The NDKAC will seek to develop guidelines and advice for employers and teachers around accommodations, while engaging with ND members to find out what works for them.

# Section Two: Key themes emerging from qualitative data

The survey provided several opportunities for neurodivergent kaiako to provide longer written responses. This was an intentional decision made by NDKAC, in the shared understanding that for many neurodivergent people the chance to clarify and provide context and details is important.

The final question of the survey was open-ended, asking 'is there anything else you would like PPTA to know?' and provided for rich responses. This section provides a summary of the key themes provided by our ND members. Member voice will be highlighted through the use of quotations.

### Many ND kaiako have unmet needs in schools

Respondents told us that schools and the education system are not set up for neurodivergent kaiako. This is despite the fact that neurodivergent teachers' teaching conditions are most often neurodivergent students' learning conditions.

Concerns that were raised by members in this section included:

- After school meetings with no time to self-regulate after classroom teaching (overstimulation)
- Shared office spaces leading to difficulty with focus and productivity – meaning ND teachers need to work longer/later after teaching hours
- Lack of clear requirements for teachers, including schools not letting teachers know when they are exceeding the requirements of their role
- Teaching across multiple classrooms
- Lack of quiet space for regulation
- Arbitrary rules around onsite hours

### 2.1 High risk of burnout

Many members raised burnout risk as a concern. Neurodivergent kaiako described working long hours trying to stay afloat, while experiencing masking (hiding their differences and struggles), perfectionism, time and task management challenges and unclear expectations from their employer.

As previously mentioned, overstimulation due to sensory differences and environmental triggers can also push neurodivergent teachers to their physical and emotional limit. The committee notes that a number of kaiako who expressed these concerns identified themselves as first year teachers. Neurodivergent kaiako burnout is a real retention risk.

*'I'm drowning and barely getting through.'*

*'My brain absorbs every micro-expression, environmental shift and background noise simultaneously. While it fuels deep empathy, intuition, and razor-sharp situational awareness, the flood of unfiltered data can quickly lead to sensory overload and burnout.'*

*'We have to stop upholding near burnout as a positive thing in education. Neurodivergent people cannot cope with this and are likely to leave the profession.'*

### 2.2 Lack of awareness

Many respondents described difficulties stemming from a lack of understanding from their colleagues and school leaders around neurodivergence.

This included:

- An absence of understanding about neurodivergence

  *'…neurotypical people don't understand how debilitating it is when you have to mask all the time.'*

  *'I think [it] is a common misconception from neurotypical colleagues that "we experience these things the same" because they have felt a small amount of some of the [challenges in the survey]. It is the scale to which it crowds my brain and regulation that is debilitating.'*

  *'Neurodiversity amongst teachers is not discussed in our workplace and teacher wellbeing does not appear to be a high priority.'*

- Dismissive or offensive comments from leaders and colleagues

  *'I attempted to discuss it with my line manager, but they dismissed it with the comment, "we're all on the spectrum.""'*

  *'I am sometimes offended by what people say to me or how they treat me because of my autism.'*

- Unrealistic expectations or deficit thinking

  *'I feel like asking for clarification when communication is unclear is seen as an issue with me, rather than an issue with the communication.'*

  *'Being a neurodivergent [Senior Leader] and being expected to demonstrate neurotypical leadership traits'*

### 2.3 Fear of stigma and discrimination

Some members were worried about the potential for stigma or bias they might experience when sharing about their neurodivergence with their employer or colleagues.

*'I think most kaiako who formally identify or who self-identify would be too worried about the stigma involved in disclosing their neurodivergence. The thought of being excluded as a result terrifies me.'*

One teacher was even afraid that the answers they provided in the survey could be used against their registration.

Others felt that neurodivergence amongst teachers felt like a taboo.

*'It's not even a conversation that comes up in an interview or as part of any setting in school, so it still feels stigmatised and like something that you shouldn't disclose.'*

Information shared by respondents seemed to indicate a variation across schools and communities regarding the perceived atmosphere of understanding and awareness of neurodivergence, and the corresponding safety that teachers feel in terms of disclosing neurodivergence and asking for supports.

### 2.4 Accommodations can help

As described in section one, many teachers are employing their own strategies and accommodations. Some have even shifted roles because of it, e.g. moving into Learning Support Coordinator or counselling roles with reduced teaching time.

*'…now in a school counselling role. This switch is in part because the role is much more accommodating to my ADHD.'*

*'Taking myself for walks in quiet outdoor environments.'*

*'I mostly just use my sick leave when I need a break.'*

Another respondent explained that because they are responsible for timetabling, they have been able to arrange some flexibility for their own role.
Others have found themselves in a good situation this year, but that it is not the norm.

*'I am lucky this year…to have no other classes in my room during the day, so I can stay in my room and work and organise in peace. This hasn't been the case in previous years.'*

#### Schools may not know about accommodations for neurodivergent kaiako

*'I have actually asked a few times, since my official diagnosis last year, what kinds of supports we have at school for Neurodivergent teachers. Imagine how amazing I'd be if my team leader knew that these things were options.'*

Respondents suggested that flexibility from leadership could help. In particular, with regards to timetabling, on site rules, providing a 'home' classroom, a safe quiet space, and providing an individual workspace (or the ability to go offsite to somewhere suitable as appropriate).

#### Some employers are reportedly refusing reasonable requests when they are requested

*'I don't get provided with anything – I asked for deadlines, check-ins, agendas, etc. but don't get anything.'*

*'I have made my needs known but "nothing can be done".'*

*'I have had to arrange my own accommodations as my leadership team ignored my requests for years. So now I just figure out what I need myself as best I can.'*

*'…asking for accommodations…was such a big deal. It was implied that I was lying or making it up.'*

*'Most of the supports [listed in the accommodations question] would be highly beneficial and yet they are generally not provided by management. Some of them in particular do not happen even when they are meant to [e.g. check-ins rescheduled, no agenda/minutes provided]'*

### 2.5 Some ND kaiako haven't asked for accommodations, or don't know what they could ask for

*'I wish I had so many more options to use these things, but I also never knew that some of these were possible.'*

*'I don't really think I understand what I need, and the thought of looking into my own needs is incredibly overwhelming.'*

PPTA Te Wehengarua could develop guidance and advice on accommodations to support teachers and school leaders.

Some respondents thanked us for the list of suggested supports in the survey question itself.

*'I nearly cried reading that list of supports and thinking that some of those are things I could possibly ask for.'*

Some respondents haven't asked because they don't have a formal diagnosis or haven't disclosed one.

*'As I'm not officially diagnosed I haven't asked for anything above EAP'.*

*'No one knows, so no accommodations are made for me.'*

Some had their own internal worries about asking for support, sometimes related to stigma.

*'I have a great principal and workplace that feels very supportive, but even I still struggle with feeling like I am "not allowed" or deemed "unprofessional" to wish to have these supports.'*

*'…I would feel strange asking for accommodations (probably goes along with the bias/stigma).'*

*'There is definitely a stigma around needing/seeking accommodations in the workplace.'*

*'I have not shared my neurodivergent diagnosis beyond my department as I do not believe any support would be given.'*

### 2.6 Cost of diagnosis a barrier for many

As mentioned in section 1, many respondents stated that the cost of formal assessment played a role in whether they would seek a diagnosis. Some members also raised concerns about the length of wait time, and the complex nature of the process.

*'I'm trying to save for diagnosis.'*

*'Psychiatrist suggests Autism but I'd have to pay 3k for formal diagnosis'*

*"…no formal diagnosis due to cost of adult testing.'*

*'Strongly recommended by a professional…Cannot afford at this time.'*

NDKAC recommends that PPTA Te Wehengarua explore options for providing financial support for those seeking diagnosis. The committee recognises the potential benefits of formal recognition, including the positive effects that stem from greater understanding of self.

### 2.7 Neurodivergent kaiako recognise their strengths

*'When it's good, it's really really good.'*

*'I love being neurodiverse – it is an incredible superpower…'*

*'Thriving in the special combination of structure and chaos that the school workplace provides.'*

*'I don't think I could be anything other than a teacher though; the constant change in task, working with teenagers and being able to create my learning environment is a balm to my need for 'spontaneity under a structured framework'.'*

**Neurodivergent teachers are uniquely placed and equipped to understand and support the needs of neurodivergent ākonga and their whānau**

*'I have had so many students tell me that they feel safe, understood and like they have learnt so much more with me as a teacher than ever before.'*

**Neurodivergent kaiako want to be supported to do their best**

*'I feel that I am an incredibly efficient, productive and innovative staff member when I have the flexible conditions I need to thrive, but I do not often have these conditions align with the realities of teaching.'*

*'I'm a dean and my neurodivergence makes me really good at my role: I'm empathetic, and I have deep insight – I'm able to just 'know' things about students without them telling me…however, it is hard for me to manage this and therefore I live in cycles of burnout and recovery…(…I never fully recover)…I am simultaneously overstimulated and overwhelmed and understimulated.'*

### 2.8 ND kaiako want PPTA Te Wehengarua to know

'*We're more common than you think. Many of us are high-masking.'*

*'If we are masking, please don't think that all of us welcome the change to remove the mask. While it's exhausting, it's also tied to basic survival for many of us… We want safe spaces to unmask, but removing the mask has to be on our terms.'*

*'…that we exist and we may not know what is available to us to support ourselves or what, if anything, we can tap into from the school support.'*

*'Schools seem not real good at supporting neurodivergent needs – for teachers or students. So really appreciate any efforts from PPTA to support us in our roles.'*

*'It was just really cool to be asked these questions and think about this stuff. I especially like that our skills were coded here as gifts or special strengths, that made me feel so validated. Thank you for doing this work!'*

### 2.9 What can PPTA Te Wehengarua do to support ND teachers

Respondents provided many suggestions for actions that PPTA Te Wehengarua can take to improve support for neurodivergent kaiako. Many of these revolved around raising awareness and understanding, providing guidance and advice resources, strengthening the neurodivergent network.

*'Leadership control the atmosphere for teachers around this, and PPTA guidance could be helpful in establishing more consistent and unified approaches to flexible teaching practice.'*

Individual suggestions from respondents regarding accommodations will be collated and considered by the NDKAC.

# NDKAC Recommendations

Based on member survey data and the considerations outlined in this report, NDKAC has made the following recommendations to PPTA Te Wehengarua Executive.

That Executive:

- Supports NDKAC to develop guidance and advice for school leaders about accommodations and supports for neurodivergent kaiako;

- Supports NDKAC to develop and implement PLD for teachers and leaders about neurodivergence, in both teachers and students;

- Assists the growth of the ND kaiako network, so that members can connect and share experiences and strategies with like-minded peers;

- Supports NDKAC to develop contextual help-sheets to help ND members to have conversations with school leaders about neurodivergence ;

- Advocates for flexibility and reasonable accommodations for ND kaiako;

- Creates a process to provide financial support to remove a barrier for neurodivergent members to access formal diagnosis;

- Considers further engagement with neurodivergent members to improve understanding;

- Further explores intersectionality and especially in relation to the experiences and support needs of ND kaiako Māori, in line with PPTA's constitutional objective to affirm and advance Te Tiriti o Waitangi.