## Universal Design for Learning (UDL) guide

**What's Inside the Online Universal Design for Learning (UDL) guide**

[inclusive.tki.org.nz/guides/universal-design-for-learning](inclusive.tki.org.nz/guides/universal-design-for-learning)

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**Strategies and suggestions for meeting the diverse and variable needs of all students**

- Click to view section on the TKI website

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### Understanding UDL →
- **UDL and The New Zealand Curriculum →**
  - UDL and the NZC
  - Supporting the inclusion principle
  - Learner orientated systems
  - UDL in an NZ classroom

- **Learn about the origins and purpose of UDL →**
  - Where UDL began
  - UDL at a glance
  - Planning for predictable variability
  - The value of universal approaches
  - Benefits of UDL

- **Gain an overview of the UDL framework, its principles and guidelines →**
  - Neuroscience and UDL
  - 3 principles of UDL
  - UDL Guidelines
  - Using UDL Guidelines

- **Apply UDL to school-wide systems and processes →**
  - Impact of implementing UDL
  - Professional learning approach
  - Inclusive systems and processes
  - Inclusive design of physical spaces

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### Supporting engagement in learning →
- **The affective network and how it impacts motivation and participation →**
  - Understand the affective network
  - The "why" of learning
  - Supporting the affective network
  - Emotional triggers
  - Summary

- **Provide flexible options to support student interest →**
  - Overview
  - Support choice and autonomy
  - Increase relevance and value
  - Minimise threats and distractions
  - Reflection questions

- **Provide options for sustaining effort and persistence →**
  - Overview
  - Create goals and scaffold challenge
  - Foster collaboration
  - Provide mastery-oriented feedback
  - Reflection questions

- **Provide options for self-regulation →**
  - Overview
  - Introduce the learning pit
  - Tools to manage emotions
  - Options to reflect on learning
  - Reflection questions

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### Offering multiple representations of information →
- **The recognition network and how we make sense of presented information →**
  - Understand the recognition network
  - The "what" of learning
  - Present information in different ways
  - Identify barriers
  - Summary

- **Provide options for perception →**
  - Overview
  - Benefits of digital text
  - Closed captions audio alternative
  - Provide multiple supports
  - Reflection questions

- **Provide options for language, mathematical expressions, and symbols →**
  - Overview
  - Access to new language
  - Understanding across languages
  - Use multiple media
  - Reflection questions

- **Provide options for comprehension →**
  - Overview
  - Activate background knowledge
  - Patterns and big ideas
  - Options for processing and generalising
  - Reflection questions

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**Success for All**

**Every school • Every child**

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**MINISTRY OF EDUCATION**

**TE TĀHUHU O TE MĀTAURANGA**
Enabling action and expression

The strategic network and how we create, plan and share learning

Understand the strategic network
The “how” of learning
Identify barriers
Summary

Provide options for physical action

Overview
Support flexible pathways
Provide digital options
Minimise barriers
Reflection questions

Provide options for expression and communication

Overview
Multimedia for communication
Offer both physical and digital tools
Build in scaffolding
Reflection questions

Provide options for executive functions

Overview
Guide goal setting
Support self management
Monitor personal progress
Reflection questions

Planning using UDL in primary settings

Getting started with UDL
Tips from educators
Teacher perspectives
Using the Guidelines
Put UDL lens on an activity

Prepare the physical and virtual environments for flexibility and personalisation
Student-led design for diversity
Design for personalisation
Provide comfortable furnishing
Inclusive design online
Self reflection

Refine and support goal setting
Purposeful goals
Share goals in multiple ways
Support planning and action
Separate goals from means
Self reflection

Match teaching methods to student preferences
Students’ experiences of UDL
Use multiple approaches
Communicate in multiple ways
Know your learner
Self reflection

Ensure materials and resources are flexibly designed and accessible to all
Utilise technologies
Increase flexibility of content
Offer options for expression
Text to speech
Self reflection

Design assessments to enable students to demonstrate their understanding
Design assessments with UDL
Minimise threats and barriers
Assessment accessibility
Options for expressing learning
Self reflection

Planning using UDL in intermediate and secondary settings

Getting started with UDL
Tips from educators
Teacher perspectives
Using the Guidelines
Put UDL lens on an activity

Prepare the physical and virtual environments for flexibility and personalisation
Student-led design for diversity
Design for personalisation
Provide comfortable furnishing
Inclusive design online
Self reflection

Refine and support goal setting
Increase relevance and authenticity
Separate goals from means
Support individual goal setting
Self reflection

Match teaching methods to student preferences
Ask students what can help
Offer online versions
Teach for diversity
Design for engagement
Self reflection

Ensure materials and resources are flexibly designed and accessible to all
Offer flexible materials
Benefits of digital text
Text to speech
Self reflection

Design assessments to enable students to demonstrate their understanding
Design assessments with students
Assessment fit for purpose
Support success in assessments
Align design to UDL
Self reflection