

Take a UDL approach

A suggestion for implementing the strategy

'Supporting literacy and numeracy in NCEA'

from the Guide: [Dyslexia and learning](#)

Includes:

Adopt a people-first design process

Introduce UDL to ākonga

Pre-empt barriers and build-in useful supports

Introduce all ākonga to assistive technologies

Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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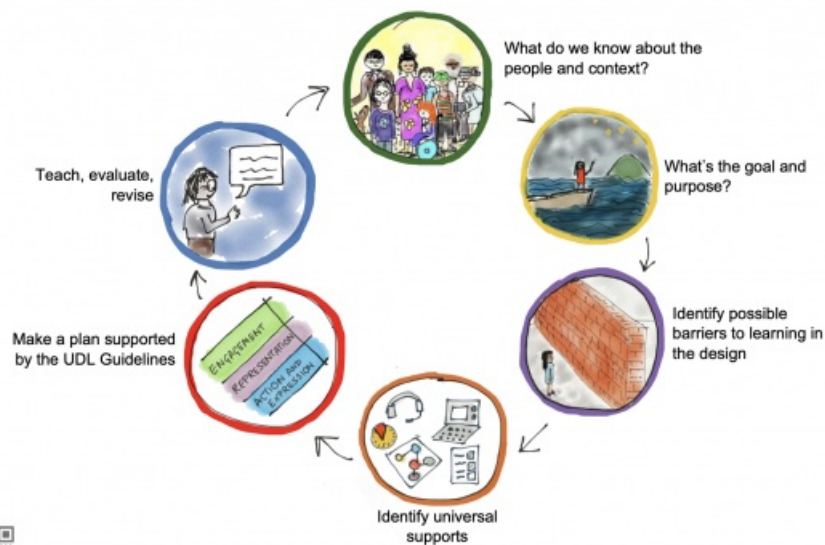
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inclusive.tki.org.nz/guides/dyslexia-and-learning/take-a-udl-approach

Adopt a people-first design process

Universal Design for Learning (UDL) thinking cycle



Use this QR code to find out more, or go to: <https://ncea.education.govt.nz/universal-design-learning-udl>

Created by
Chrissie Butler

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Introduce UDL to ākonga

Support ākonga to co-design teaching and learning approaches that are going to work for them.

Introduce them to UDL and review current needs and preferences.

Identify together potential barriers to learning and useful supports.

- 1 Play the [Understanding Universal Design for Learning video](#) or the [UDL and the NZC video](#) to introduce ākonga to UDL.
- 2 Discuss key themes and share why you are learning about and also introducing them to UDL.
- 3 Invite ākonga to complete the downloadable "[Supporting learning: What's in the way & what would help?](#)" activity or create a similar activity for your own context.
- 4 Review completed templates ([here is an example](#)) and note common barriers and requests for support.
- 5 If possible, discuss as a department or learning area and take a coordinated approach.
- 6 Discuss with ākonga possible actions you will take to meet their learning needs and preferences and get their feedback.
- 7 Trial changes in practice, review with ākonga and continue to explore UDL together.

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Pre-empt barriers and build-in useful supports



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Remind yourself of these [useful supports for learners with dyslexia](#). Build them into your practice so everyone can benefit.

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Introduce all ākonga to assistive technologies

Assistive technologies (AT), such as Text-to-Speech, are a valuable option for all ākonga.

They can support access to large volumes of reading material and support the production of written tasks.

Screen readers (text-to-speech)

Screen readers can be used in class and for assessments. They support access to information and reduce cognitive load.

Speech recognition (speech-to-text)

A useful tool for getting down ideas by talking.

Rate enhancement and writing support

Proofreading tools and topic dictionaries, such as the [Mirriam Webster picture dictionary](#).

Magnification / visual aids

Standalone magnification applications such as Zoomtext have a screen reader built in and the functionality can be used together.

This [research summary of AT used by NCEA candidates](#) contains an inventory and explanations of tools commonly used by NZ students. It identifies what can be used in assessments.

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Useful resources



Key questions to consider when planning lessons

Nine self-review questions, aligned to the UDL guidelines, which support teachers to think about: how learners will engage with the lesson, how information is presented to learners, and how learners are expected to act strategically and express themselves.

Publisher: CAST

[Download](#) PDF



Planning with Universal Design for Learning (UDL)

Read time: 3 min

A series of downloadable templates that help you to use UDL when you plan your teaching and assessments.

[Visit website](#)



Accommodations: What they are and how they work

Read time: 4 min

An explanation of accommodations in plain English. Examples of accommodations with a link to further information on using them in the classroom.

Publisher:

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