WHAT'S INSIDE THE ONLINE

Universal Design for Learning (UDL) guide

inclusive.tki.org.nz/guides/universal-design-for-learning

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

→ Click to view section on the TKI website

Success for All
every school • every child

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

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

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

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

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
- Expecting variability
- Form fits function
- 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