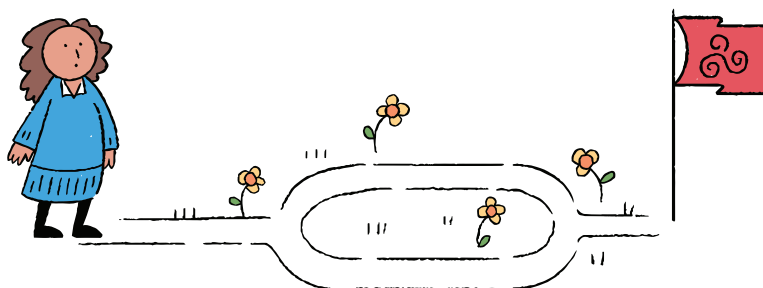


Universal Design for Learning



Universal Design for Learning (UDL) recognises, accommodates and celebrates the variability of students' strengths, needs and how they learn. Through UDL, we consider that **'What might be essential for some, may be beneficial for all'** and therefore aim to create an environment where all learners can access, engage with, and succeed in their learning.

The goal of UDL is learner agency that is purposeful and reflective, resourceful and authentic, strategic and action-orientated.

UDL is a framework that promotes participation, engagement and inclusion by providing multiple means of engagement (the WHY of learning), representation (the WHAT of learning) and action/expression (the HOW of learning).

This inclusive framework not only enhances academic outcomes, but also positively influences students' behaviour, fostering a supportive and proactive classroom. The focus on each individual's strengths and flexibility in how goals are achieved is naturally neurodiversity-affirming.

Through employing the Universal Design for Learning framework, in the context of relational and playful pedagogy, teachers can design learning environments and activities that best support learners to access and participate in meaningful, challenging learning opportunities. These activities should connect with the student's life experiences, prior knowledge, strengths and interests.

Variability

The variability of the students in our classrooms is not the exception, it's the rule.

With this in mind, in order to successfully include all of the different learners and their own strengths and needs, we need to plan in a way that allows our students to learn in different ways. This includes using different materials and providing choices or option in how our students learning through the day.

Barriers


The barrier is not in the student, the barrier is in the environment and we must work to uncover and reduce that barrier for the student. There may be unintentional barriers in the learning environment and it is our role to seek them out and remove them wherever possible. Removing barriers may be essential for one or some students but may benefit everyone.

Learner Agency

Learner agency is an important concept when supporting behaviour. Sometimes we see behaviours or dysregulation when the student does not have what they need to access the learning. This can create mounting frustration throughout the day. The answer is not always to 'reduce the demand' but to foster learner agency. The learner with agency has what they need to access the lessons, whether it is with different materials, technology, regulation time or another approach. They are resourceful, purposeful and action orientated; and we provide them with the ways and means to achieve this learner agency. By speaking to the student, you will usually find that they have a good idea of what they need to achieve this (for non-speaking or minimally speaking students, see the section on Student Voice for multiple ideas to support eliciting student voice). Learners with agency have multiple means of engagement, representation and action and expression. Barriers are removed for them.

Multiple Means of Engagement

Provide multiple means of
Engagement




Affective Networks
The "WHY" of Learning

Students differ in how they are motivated to learn and there is no one way to engage all students. Some will enjoy spontaneity throughout the day, spurring them on in their learning, whilst other students could feel very anxious if the day and learning is not predictable. We need to provide multiple means of engagement to bring our students along with us and increase their engagement. Knowing our students and what interests them will be an important part of engaging them.

Multiple Means of Representation

Provide multiple means of
Representation




Recognition Networks
The "WHAT" of Learning

Students differ in how they perceive and take in the information presented to them. Again, there is no one way to represent information that will suit all of the students in a classroom. We know that there will be variability. For example, students with visual impairment or who are deaf/hard of hearing will require different representation to a student who does not speak English, however they and others in the class may all appreciate the use of visuals in their learning. We need to provide multiple means of representation for our students to support them fully in their learning.

Multiple Means of Action and Expression

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Students also differ in how they navigate the learning environment and showing what they know. Some students will be able to sit all day, while others will need opportunities to move, or work in different ways such as at standing stations or sitting on a rug while listening. Having these multiple means open to all students will be beneficial to all. Similarly, the way that students show best what they know will differ through writing, retelling, voice recorders, drawing, etc. The goal is to create an environment where every student can show you what they know. Students will be more regulated in their learning space if they are provided with multiple means of action and expression.



Katie Novak: What is Universal Design for Learning



Think UDL!



Transform Your Teaching with Universal Design for Learning by Jennifer L Pusateri



UDL Now by Katie Novak



Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide options for
Recruiting Interest ⁽⁷⁾

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Access

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Provide options for
Perception ⁽¹⁾

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for
Sustaining Effort & Persistence ⁽⁸⁾

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Build

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Provide options for
Physical Action ⁽⁴⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for
Expression & Communication ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for
Self Regulation ⁽⁹⁾

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Internalize

Provide options for
Comprehension ⁽³⁾

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for
Executive Functions ⁽⁶⁾

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)