

**Tangata ako ana i
Te kāinga, te tūranga ki
Te marae, tau ana**

*A person nurtured in the
Community contributes
strongly to society*

Universal Design for Learning

From Theory to Practice

Lisa and Ann

A decorative graphic element in the bottom right corner of the slide, consisting of a white square with rounded corners that overlaps the blue background.

Access to Curriculum

UDL is viewing tamariki as the best learner at this particular time, rather than looking at the learner having a disability, we **look at the barriers** in curriculum to enable all learners to access the curriculum.

We have a responsibility to design curriculum where all learners can access curriculum. Shift the burden off the learner, and put it onto the design and the curriculum.

- Not one size fits all
- Designed from the beginning not retrofitted
- Increases opportunities for everyone



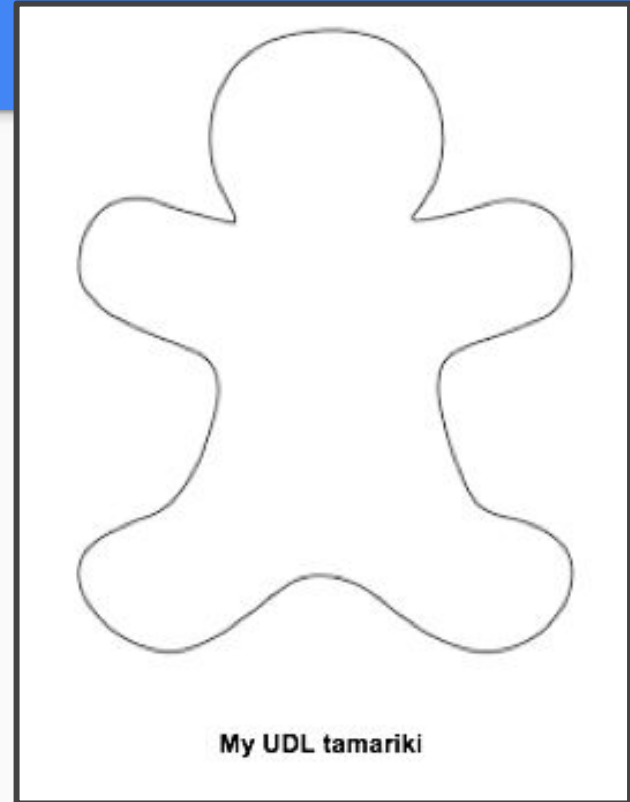
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Access to Curriculum

We invite you to take a moment to consider a child you have supported in your Learning Assistant role.

Visualise this tamariki in his or her entirety, including strengths, passions, interests, challenges and barriers to learning this child has experienced.

Keep this unique individual in mind as you watch this UDL presentation.



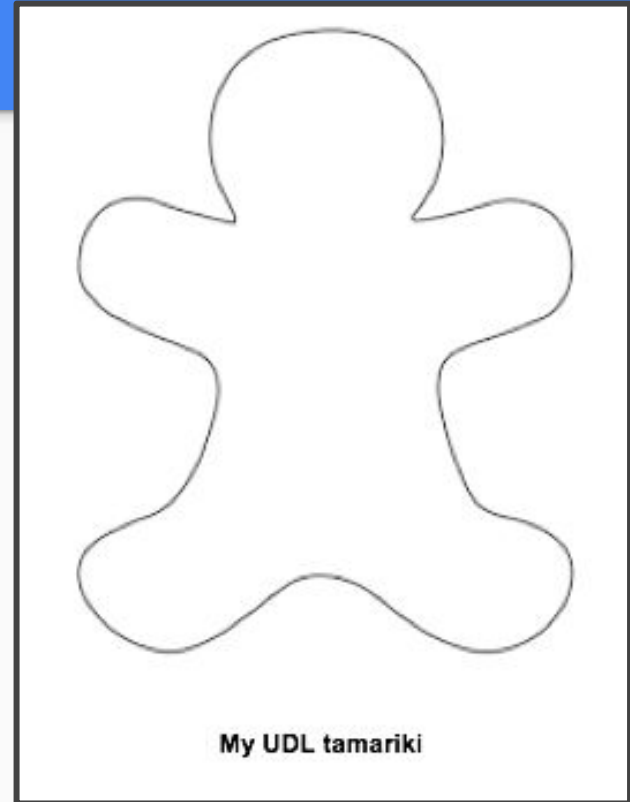
CAST **25** YEARS OF
INNOVATION
1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

Access to Curriculum

Keeping this child in mind jot down some ideas that the video has generated including, challenges and barriers to their learning journey.



EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed.

The systemic barrier has been removed.



Let's Talk

What are you thinking at this time?

Peer share (3-4 minutes)



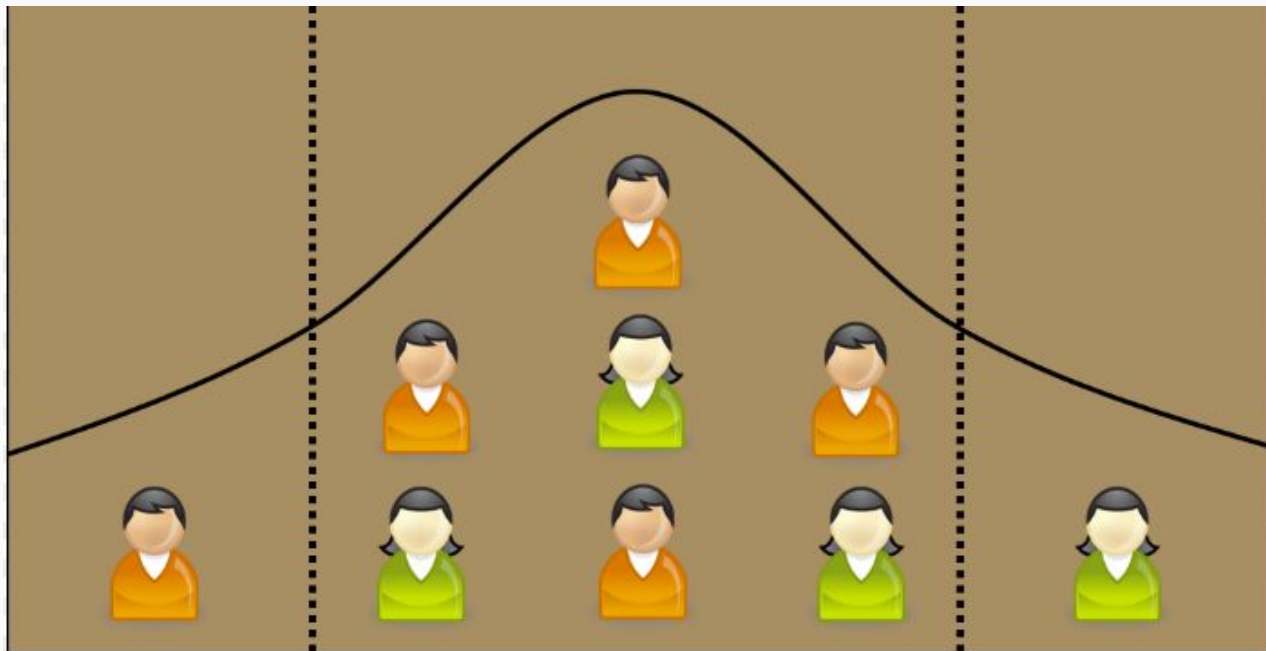
7-10 SPLIT



SSHRC  CRSH

Myth of Learner Variability:

Natural variability is the rule, not the exception

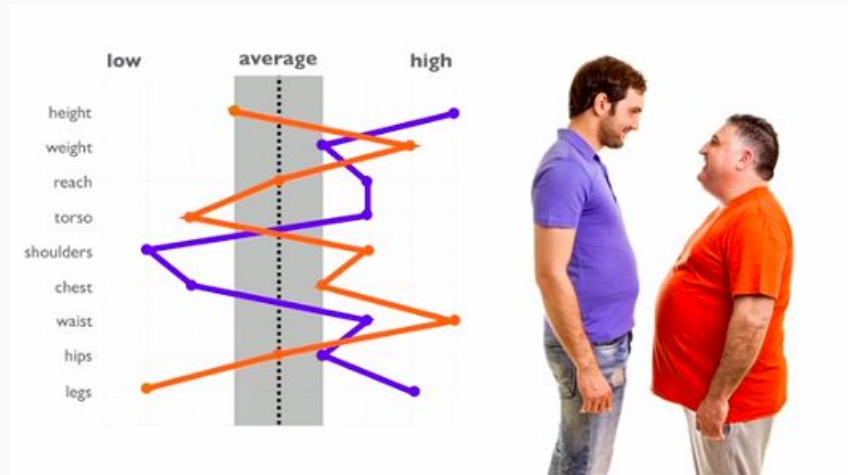


Learner Variability

Myth of the Average Learner

'Teach to the average' - research proves that teaching to the average is problematic, it is actually **'the myth of average'**.

E.g., average cockpit size for fighter pilots, when designing for the average they designed for **nobody**. When designing for the 'average' you are designing for **nobody**.



Learner Variability

Necessary for some and beneficial for all.....

e.g. curbside cuts

Who is this useful to?

- Wheelchairs
- Luggage
- Skateboards
- Small bicycles
- Walkers

Curb cuts are an example of a universal solution to access. Deliberately designed from the outset for everyone.



Learner Variability



Learner Variability

Because we know variability exists we can design for it... eg shoe size the average shoe sign is 8- but what percentage of the population would be happy with only having access to a size 8 shoe



Let's Talk

A digital timer displaying the time 2:00. The numbers are white with a black outline and are centered on a vibrant, multi-colored background of overlapping translucent squares in shades of yellow, orange, red, and green. The entire timer graphic is framed by a black border.

2:00

UDL and the Learning Brain

Engagement: the “Why of Learning”

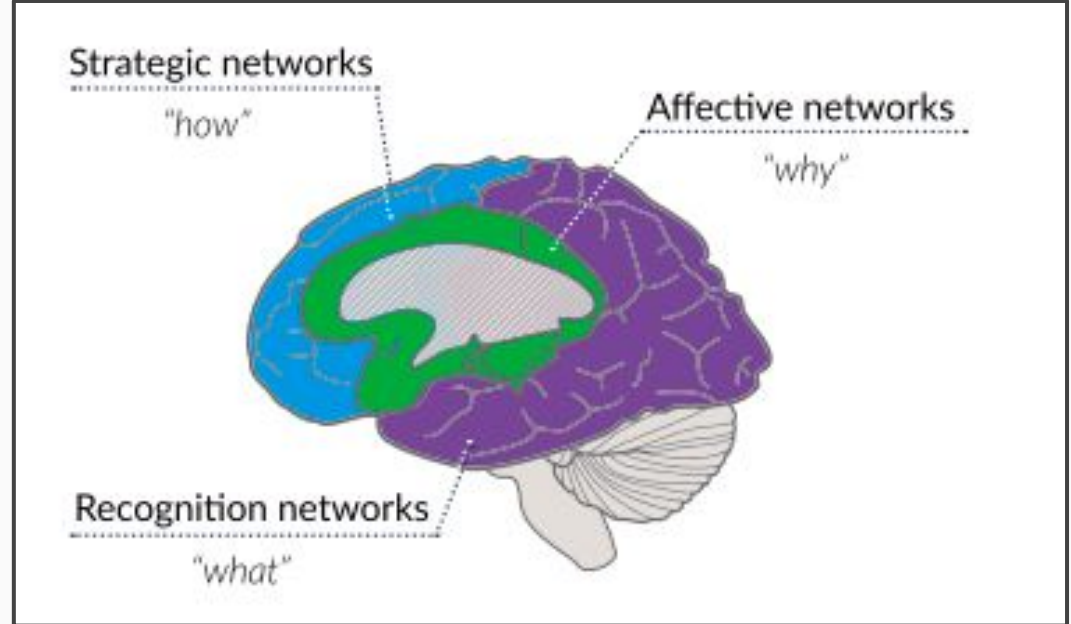
Interest, effort, persistence and self regulation

Representation: the “what of learning”

Perception, language, symbols and comprehension

Action & Expression: the “how of learning”

Physical action, expression, communication



Chocolate coated pickle



Engaged or Not?

1=Yes love to eat it



2=Mmmm, will try it



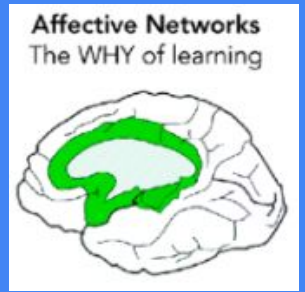
3=How much money will you give me if I do it



4=No not ever



Engagement-The WHY of learning?



Purposeful & Motivated for learners. Is it relevant? Is there an emotional connection. Tamariki need to see themselves reflected in the curriculum, in the learning, in school and in the world.

Thinking about **Māori & Pacific Island** tamariki and whānau. What is relevant to them? How does this differ?

How can we engage, motivate and challenge the learners when thinking about variability?

Maintain social relationships while children read different texts, variety of reading ability. Tuakana Teina concept, older tamariki teaching younger

What do you see?



Representation-The WHAT of learning?

Recognition Networks
The WHAT of learning



How do we present the curriculum in a variety of ways.

Build resourceful and knowledgeable learners-choices

- Optimize access to tools and assistive technologies
- Multiple media for communication
- Graduated levels of support

Reflection: was this a good choice or not?

Action & Expression-The HOW of Learning?

To plan, execute and monitor actions and skills

How often do we give our learners options when taking action?

What would you do if you didn't know how it worked?

1. *Just give it a go*
2. *Ask a friend*
3. *"Google it"*
4. *Ring Apple support*



What would you see in a UDL space?

- High levels of engagement
- Student voice
- Options
- Choices
- Relationships/connections
- Clear goals
- Connections to culture/belonging
- Learning-focused conversations
- Student agency

UDL vs Differentiation



UDL is an overarching approach focused on the inclusive design of the whole learning environment **at the outset**. UDL aims to ensure all students have full access to everything in the classroom, regardless of their needs and abilities. Student's supported to **self-directed learning** and monitor progress.

Differentiation is a strategy aimed at addressing each student's individual levels of readiness, interest, and learning profiles. The content and processes are modified to address the needs of each student. The **teacher directs** students to specific activities to further their learning.

So What?

Identify 1 new idea or piece of learning that you could use with the students that you work with.....

Other resources:

[UDL & the Learning Brain](#)

[CAST UDL](#)

The Sweeper Van <https://www.youtube.com/watch?v=Yjjz8iHj5hY>

<https://www.inclusive.tki.org.nz/guides/universal-design-for-learning/udl-and-differentiation-and-how-they-are-connected>

He rangi tā matawhāiti, He rangi tā matawhānui

A person with narrow vision

Has a restricted horizon;

A person with vision

Has plentiful opportunities