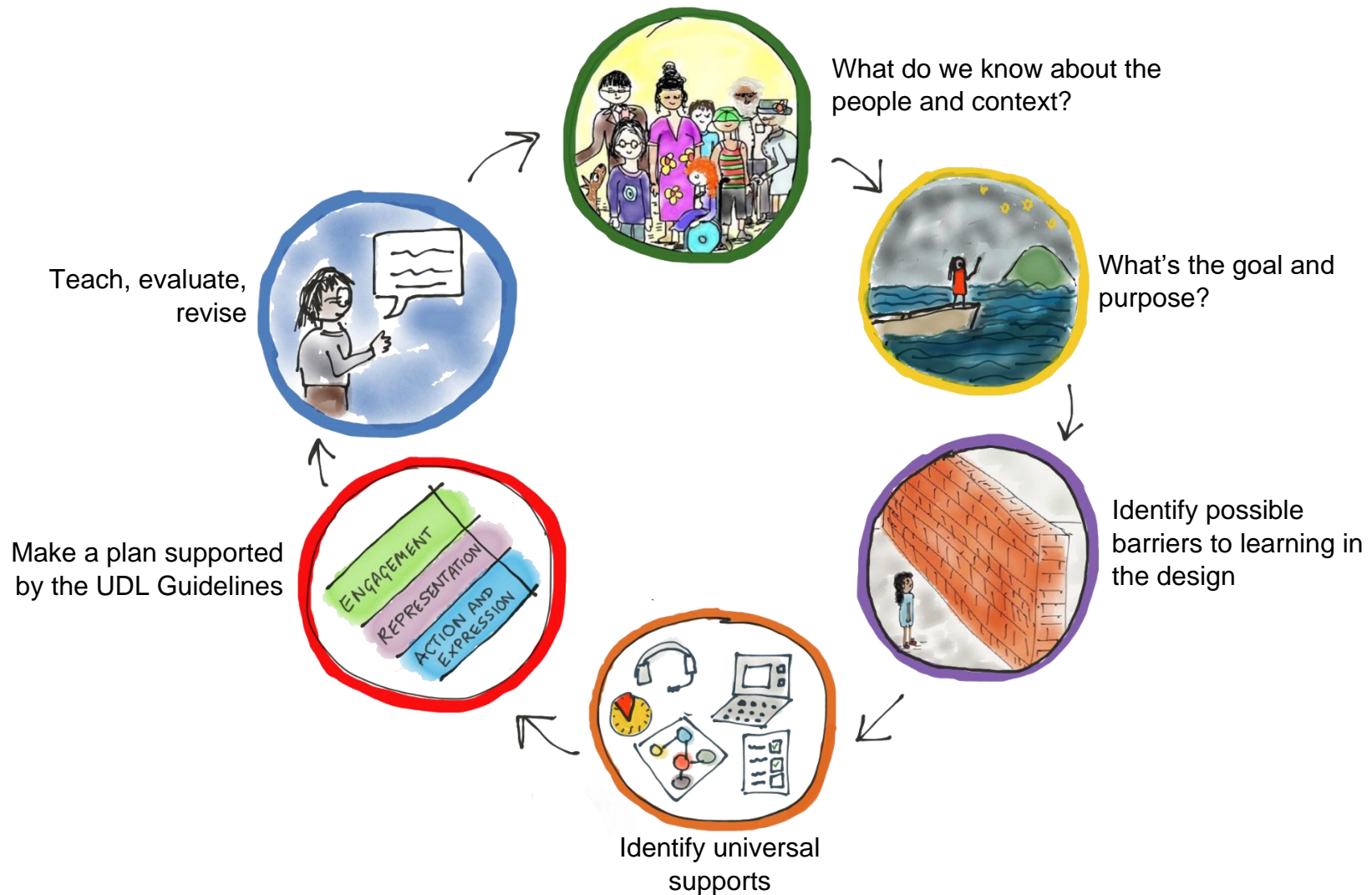


Universal Design for Learning (UDL) thinking cycle



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

Created by:
Chrissie Butler

Step one: What do we know about the people and the context?

Ask yourself,

What do we know about the people?

- Cultures, languages and identities
- Connections to place
- Ākonga strengths
- Prior knowledge and experience
- Specific needs and preferences
- What's on top for ākonga
- Wellbeing and morale



What do we know about the context?

- Time of day, time in the week
- Environment: online, F2F, field trip
- Familiar or unfamiliar activity or setting

Step two: What's the goal and purpose?

Ask yourself:

- What is the goal?
- Why are we doing this?
- What could success look like?

Can these be co-designed with ākonga?



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

Created by:

Chrissie Butler

Step three: Identify possible barriers to learning in the design

Ask yourself,

What in our design could create inequity and discrimination?

What may create barriers to:

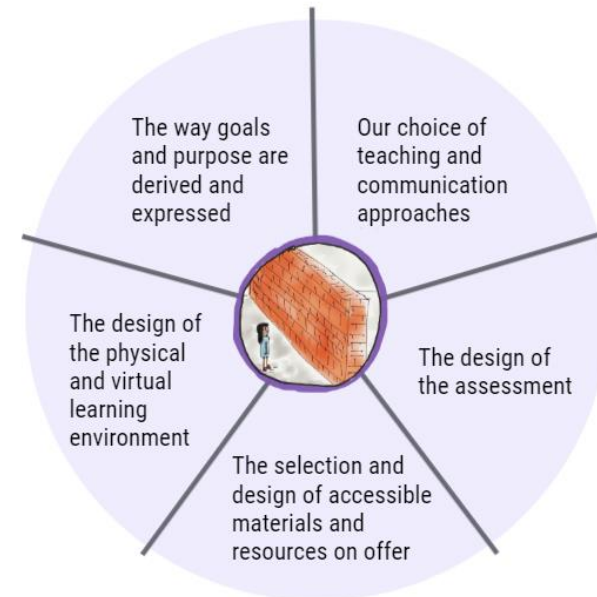
- engagement and motivation
- accessing and understanding information
- participating in learning and expressing what they know.



Where the barriers might hide in the design of learning:

Potential barriers to learning can be hidden in the choices we make in these five areas. Barriers are often created when we offer single approaches that don't allow flexibility, for example:

- The way goals and purpose are derived and expressed
- Our choice of teaching and communication approaches
- The design of assessment
- The selection and design of accessible materials and resources on offer
- The design of the physical and virtual learning environment



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

Step four: Identify universal supports

Ask yourself,

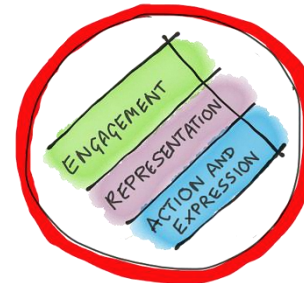
What supports, options and tools might be useful for some that we can offer to everyone?



Step five: Make a plan supported by UDL Guidelines

Make and implement a plan to support ākonga variability

- Allow what you know about ākonga to influence the design
- Address key barriers
- Build in useful options and universal supports
- Organise feedback approaches.



Then check and refine plan using the prompts on the upcoming pages. They are organised using the three UDL guidelines, which are grounded in [the concept of neuro-variability](https://ncea.education.govt.nz/universal-design-learning-udl).



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

Created by:

Chrissie Butler

Universal Design for Learning (UDL) Guidelines

Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action and Expression
<p>Affective networks: The 'WHY' of learning</p> <p><i>“Can I connect to this learning, is it of value to me, will I be supported to be successful?”</i></p>	<p>Recognition networks: The 'WHAT' of learning</p> <p><i>“Can I see myself and the way I communicate represented in the content, materials and approaches? Can I access everything? Can I use the materials to build understanding in a way that makes sense to me?”</i></p>	<p>Strategic networks: The 'HOW' of learning</p> <p><i>“Can I participate in this learning experience and have equity of access to tools and activities? Will I be able to express myself and demonstrate my understanding in ways that work for me? Will I be supported to plan and manage my learning?”</i></p>
<p>Ask yourself:</p> <p>Does the lesson or activity provide options that can help all ākonga:</p> <ul style="list-style-type: none"> • engage and interest all ākonga? • Sustain effort and motivation? • Regulate their own learning? 	<p>Ask yourself:</p> <p>Does the lesson or activity provide options that can help all ākonga:</p> <ul style="list-style-type: none"> • Access the content and materials? • Understand the symbols and expressions? • Reach higher levels of comprehension and understanding? 	<p>Ask yourself:</p> <p>Does the lesson or activity provide options that can help all ākonga:</p> <ul style="list-style-type: none"> • Physically respond and participate in the learning experiences • Express themselves fluently? • Act strategically?



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

Created by:
Chrissie Butler

Step six: Teach, evaluate, revise

Ask yourself:

- What options, universal supports and strategies worked well?
- How will the feedback influence my design?
- What will I try next time?



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

Created by:
Chrissie Butler