What gets in the way for ākonga?

Common barriers across learning areas

A UDL approach intentionally anticipates, identifies and addresses barriers up front to ensure learning environments are equitable and free from discrimination and bias.

Engagement: Supporting motivation, interest, identity and self regulation.

What barriers to engagement might ākonga experience in the design of my lesson?	Supporting Examples
- The teacher makes all the decisions about what we study. - There is no opportunity to connect my language, culture, identity and experience to the learning. - The teacher just talks about boys and girls, I don't fit. - It's so noisy in here I can't think. - I'm scared to ask for help. - This doesn't relate to my life, when will I ever need to know this.	- Ask students about their interests, strengths and needs. Use this to guide lesson design. - Connect learning to culture and identify - Create opportunities for students to use their first language - Offer headphones and provide flexibility on where students can work. - Offer multiple ways for students to seek support. - Make authentic links to why the learning is valuable.

Representation: Supporting access to information, creating flexible content and building understanding.

What barriers to accessing and understanding information might ākonga experience in the way I communicate and present information (instructions, content and materials)?	Supporting Examples
- I can't hear the video and there are no captions. - The teacher is using a whole bunch of words I don't understand. - I can't relate to any of the examples or stories the teacher provides to support my understanding. - Often instructions for assignments or assessment require heaps of reading.	- Select videos with accurate captions, turned on. - Provide multiple opportunities to support new vocab and concept building. - Model using glossaries in multiple media. - Ensure analogies and stories are relevant and connect to students' experiences and their cultures, languages and identities. - Present instructions succinctly using text, image and video.

Action and expression: Supporting access to learning materials, personal organisation, expressing thinking and learning.

What barriers to participating and demonstrating learning might ākonga experience in the design of my lesson?	Supporting Examples
- I feel held back by having to read when I understand the concepts. - The teachers can't read my writing. - What I'm supposed to be doing. - How do I get started? - All the resources are online and we have no wifi at home. - We are given options for how to present our learning but no support on how to make the best choice to demonstrate my strengths and knowledge. - Am on the right track with this assessment?	- Model the effective use of digital tools e.g. text-to-speech, online research, illustrated glossaries. - Provide access to keyboards. - Provide sentence starters, graphic organisers, planners - Ensure students have equitable access to the tools they need to be successful. - Discuss with students the pros and cons of presentation options, and how to make the best choice. - Ask students what check-in options will be useful, provide a range of options e.g. check point template.

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