

Recognise and remove barriers to learning

A suggestion for implementing the strategy
'Enable access and participation in learning'
from the Guide: [Behaviour and learning](#)

-
- Includes:**
- Social and emotional barriers
 - Remove threats to engagement
 - Potential barriers in task design
 - Self-assessment
 - Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Recognise and remove barriers to learning](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-and-remove-barriers-to-learning

Social and emotional barriers

Consider potential social and emotional barriers to learning.

Ask yourself the following questions:

- ✓ Can the student's be themselves and identify with their culture in our learning space?
- ✓ Do I know how to pronounce every student name correctly?
- ✓ Am I aware of a student's preferences and sensitivities?
- ✓ Am I aware of what could diminish or threaten a student's self esteem?
- ✓ Do I know how to authentically connect learning to students?
- ✓ Do I acknowledge and build on students' expertise and skills beyond the classroom?
- ✓ Is my relationship with the students based on mutual trust and respect?
- ✓ How do the students know I value everyone one of them?

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Recognise and remove barriers to learning](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-and-remove-barriers-to-learning

Potential barriers in task design

Sometimes a specific component of a task can create a barrier for students if it is not designed with supports in place at the outset.

Consider the following list:

- ✓ physical access to materials, resources and workspaces
- ✓ locating personal resources
- ✓ taking a test or timed assessment
- ✓ letter formation
- ✓ spelling
- ✓ following instructions
- ✓ organising ideas
- ✓ working with others
- ✓ speaking in front of others
- ✓ staying focussed
- ✓ solving problems
- ✓ breaking down a task or goal
- ✓ setting a goal

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Recognise and remove barriers to learning](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-and-remove-barriers-to-learning

Self-assessment

Are these UDL-aligned strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

Engagement

- I regularly ask students for feedback about what can I do differently to remove barriers and support their learning.
- I plan learning experiences with students that are culturally relevant.
- I connect learning to students' interests.
- I minimise threats and distractions.

Representation

- I help students to activate their prior knowledge.
- I pre-teach key topic vocabulary.
- I present information and instructions in a variety of ways.
- I use mind or concept maps and graphic organisers to help students make connections between ideas.

Action and expression

- I provide a range of ways that students can express their understanding.
- I offer all students scaffolds such as writing frames and sentence starters.
- I scaffold tasks by modelling, providing guided practice, and providing opportunities for students to cooperate, collaborate, and support one another.

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Recognise and remove barriers to learning](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/recognise-and-remove-barriers-to-learning

Useful resources



Potential barriers to learning and solutions

This table lists potential barriers to learning and suggests several solutions for each.

[Download](#) PDF (24 KB)



UDL reflection questions 1 pager

The UDL guidelines reframed as questions.

[Download](#) PDF (210 KB)



Using the 3 principles

An example of using the 3 principles to guide planning

[Download](#) PDF (73 KB)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.