

Universally design barrier-free, support-rich, flexible learning opportunities

A suggestion for implementing the strategy

'Collaboratively planning a universally
designed learning environment' from the

Guide: [Collaborative planning for learning](#)

Includes:

Universal Design for Learning

How UDL has influenced my practice

Planning using the UDL thinking wheel

UDL and differentiation

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Collaborative planning for learning](#)

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inclusive.tki.org.nz/guides/collaborative-planning-for-learning/design-flexible-learning-opportunities

Universal Design for Learning

Universal Design for Learning (UDL) helps us create barrier-free learning environments that work for everyone.



Video hosted on Vimeo <http://vimeo.com/220717678>

Closed Captions

Source:

[Ministry of Education \(NZ\)](#)

<https://vimeo.com/220717678>

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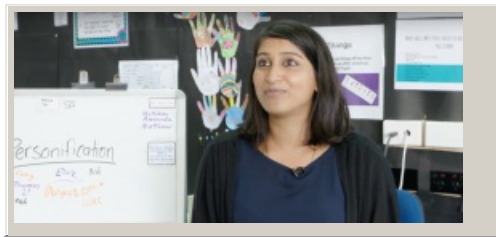
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How UDL has influenced my practice

Anita Patel describes how learning about UDL has changed the way she approaches teaching.



Video hosted on Vimeo <http://vimeo.com/220585051>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<https://vimeo.com/album/2950799>

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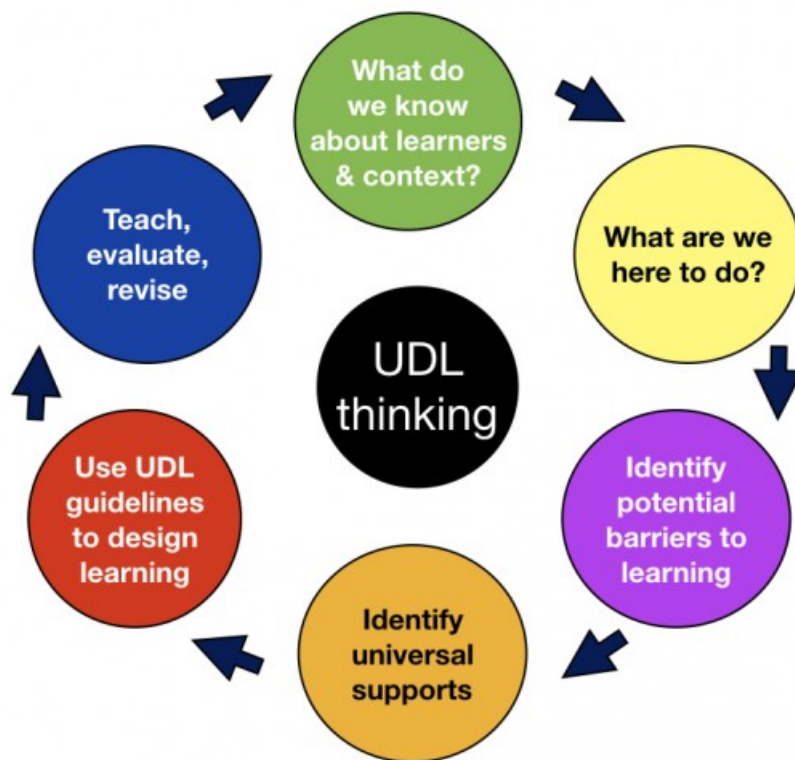
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Planning using the UDL thinking wheel



Crissie Butler 2013

Source:

CORE Education

<http://www.core-ed.org/>

[View full image \(288 KB\)](#)

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UDL and differentiation

UDL and differentiation are distinct and interrelated. Together they provide a powerful combination.

Read the blog post [UDL vs DI: The Dinner Party Analogy](#) to broaden your understanding.

Universal Design for Learning	Differentiation
Overarching approach that informs all learning-design decisions.	Teaching strategy used when applicable.
Focused on the inclusive design of the whole learning environment at the outset.	Aimed at addressing each learner's individual levels of readiness, interest, and learning profiles.
Learner and whānau feedback guides the design of the environment.	Kaiako usually makes design decisions.
All have full access to supports and tools, regardless of their needs and abilities.	Specific supports offered to certain learners.
Flexible environment that learners can personalise. Focus on learner agency.	Kaiako modifies content and processes to address the needs of each learner.
Learner is supported to self-direct learning and monitor progress.	Kaiako directs learner to specific activities to further their learning.

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Reflection questions

Consider using these questions.

In what ways do you get to know learners and what's important to them?

In what ways do you get to know [whānau insights and aspirations](#) for their tamariki?

How has your knowledge of learners and their abilities and preferences influenced the design of teaching and learning?

Are there approaches that you usually offer to some students that could be made available to all?

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Useful resources



Emotional triggers and strategies to support

Emotions can vary across subjects, tasks, and times of day. Use these strategies to reduce stress and build a positive emotional environment. Always be guided by your knowledge of each learner and what is right for them.

[Download](#) PDF (25 KB)



Key questions to consider when planning lessons

Nine self-review questions, aligned to the UDL guidelines, which support teachers to think about: how learners will engage with the lesson, how information is presented to learners, and how learners are expected to act strategically and express themselves.

Publisher: CAST

[Download](#) PDF



Ending Streaming in Aotearoa

Read time: 20 min

Publisher: Tokona Te Raki | Māori Futures Collective

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