



# Module 2 – Underpinning methodologies: Activity book

## Applying Universal Design for Learning Hot Spots thinking routine

In this activity, you will use the Hot Spots thinking routine to explore how you apply the Universal Design for Learning (UDL) Framework.

### Step 1

Consider the following statement and whether it is clearly true, false or somewhere between the two:

Our school uses the UDL Framework to plan curriculum which allows for:

- multiple means of representing content
- multiple means of expressing learning
- multiple means of engaging.

### Step 2

Discuss what makes the statement uncertain, almost certainly true or false.




### Step 3

Discuss the importance of using the UDL Framework at your school.

What is important or not so important about using it to plan your school's curriculum?

## Universal Design for Learning Guidelines

Provide multiple means of...

		
<b>Engagement</b>	<b>Representation</b>	<b>Action &amp; Expression</b>
Purposeful, motivated learners	Resourceful, knowledgeable learners	Strategic, goal-directed learners
Stimulate interest and motivation for learning	Present information and content in different ways	Differentiate the ways that students can express what they know

## Inclusive Practices Self-Assessment Guide

In this activity, you will use the *Inclusive Practices Self-Assessment Guide* to assess your school’s level of performance in inclusive teaching and learning pedagogy.

Focus on the **Culture** section of the Self-Assessment Guide:

1. Read the Guiding Statement. This statement is designed to support your discussion and reflections before you consider the observed evidence of practice in your school.
2. Read and discuss the statements of observed evidence.
3. In light of your discussions and reflections, working on your own, rate your perception of your school’s current level of performance within the Culture component of the Intervention Framework.

	GUIDING STATEMENT	OBSERVED EVIDENCE	LEVELS OF PRACTICE		
			Beginning There is little or no evidence.	Developing There is partial and uneven evidence.	Sustaining There is clear, convincing & consistent evidence.
SCHOOL CULTURE	<p>The school <b>culture</b> reflects Catholic educators commitment to enact an inclusive pedagogy which upholds the rights of all to be:</p> <ul style="list-style-type: none"> <li>• welcomed</li> <li>• valued</li> <li>• acknowledged</li> <li>• actively engaged in education.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders and teachers have an understanding of the current teaching and learning framework for Catholic Schools – Horizons of Hope.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• The school enacts a curriculum that recognises that each individual requires educational adjustments specific to their needs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Educators work together to ensure that adjustments are individually tailored and designed to maximise growth for each learner.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• The school has established a Student Learning Team with clear structures and practices which respond to the diversity of student learning need.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Teachers, leaders and the Student Learning Team in the school regularly monitor and assess the progress of all students.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Leaders and teachers have an understanding of the key principles, practices and structures of the Intervention Framework.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Leaders and teachers have an understanding of the Universal Design for Learning approach.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Leaders and teachers have an understanding of the Response to Intervention model.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Leaders and teachers have an understanding of the <i>Disability Discrimination Act 1992</i>, the associated Disability Standards for Education 2005 and compliance required for the Nationally Consistent Collection of Data.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Action plan

Consider further actions your school needs to take. Complete the table below.

ACTION – What	Who*	When	How

\*You will need to consider whether each action is to be completed by:

- an individual
- school team
- level
- department
- whole school.