

This set of indicators is designed to help you identify ways in which Universal Design for Learning (UDL) principles are currently incorporated into your planning, and to assist you in recognising areas for further development and reflection.

For each statement, reflect on whether it is:

- A: Established and fully implemented; B: Developing but not yet consistent; C: Not yet present in practice

ENGAGEMENT: THE WHY OF LEARNING

Creating learning environments that foster motivation, belonging, and participation.

Valuing Interests and Identities

1. Learning opportunities offer authentic choices that reflect students' interests, cultural backgrounds, and strengths.
2. Classroom materials and discussions affirm diverse perspectives and promote belonging for all students.
3. Students can see their identities, interests, and experiences reflected in the curriculum.

Optimising Challenge and Support

4. The classroom environment provides predictability and structure to reduce anxiety and support engagement.
5. Learning tasks are scaffolded so students feel comfortable taking risks.
6. A range of challenge levels and autonomy options are available to suit student diversity.

Fostering Collaboration and Community

7. The classroom culture promotes trust and safety, allowing students to learn from mistakes without fear.
8. Collaborative learning structures are embedded to encourage peer interaction and shared knowledge-building.
9. Barriers to participation — such as bias, stereotypes, or rigid expectations — are actively addressed.

Sustaining Joy and Playfulness

10. The learning environment encourages creativity, imagination, and storytelling as integral to learning.
11. Students have opportunities to explore, experiment, and express themselves in meaningful ways.
12. Emotional regulation strategies and supports are embedded into classroom routines to help students manage challenges.

Instructions for Use

1. Self-Assessment: Use this index to evaluate your lesson or program planning by assigning a rating (A/B/C) to each statement.
2. Reflection and Improvement: Identify actionable strategies for each "B" or "C" rating to move toward full implementation (A).
3. Collaborative Review: Engage with colleagues to discuss ratings and share ideas for enhancing inclusivity and alignment with UDL principles.
4. Re-Evaluation: Periodically reassess and refine plans to ensure consistent application of UDL practices across lessons.

REPRESENTATION: THE WHAT OF LEARNING

Ensuring that all students can access and make sense of information.

Providing Multiple Formats

13. Learning materials are available in multiple formats (text, audio, visuals, movement, hands-on experiences).
14. Students can customise materials to suit their needs, such as adjusting fonts, captions, language, or assistive technology.
15. Digital and printed resources are accessible to all students, including students with disability.

Clarifying Language and Symbols

16. Key vocabulary and abstract concepts are explicitly taught and reinforced through multiple representations.
17. Multiple ways of understanding new ideas are provided (e.g., metaphors, visuals, concrete materials, real-world connections).
18. Language used in teaching materials is inclusive and free from bias, ensuring that all students feel valued.

Connecting to Prior Knowledge

19. New learning is anchored to students' prior knowledge and lived experiences to enhance comprehension.
20. Students are encouraged to share their own ways of knowing, making connections between learning and their world.
21. Scaffolding strategies are in place to help students access and build upon prior knowledge.

Addressing Bias and Exclusion

22. Teaching materials reflect a broad range of cultural perspectives, avoiding a single dominant narrative.
23. Social justice and equity considerations are embedded within teaching practice to challenge exclusionary ideas.
24. Linguistic diversity is respected, and students' home languages and dialects are valued within the learning environment.



This set of indicators is designed to help you identify ways in which Universal Design for Learning (UDL) principles are currently incorporated into your planning, and to assist you in recognising areas for further development and reflection.

For each statement, reflect on whether it is:

- A: Established and fully implemented; B: Developing but not yet consistent; C: Not yet present in practice

ACTION AND EXPRESSION: THE HOW OF LEARNING

Providing multiple ways for students to demonstrate their learning.

Offering Flexible Assessment and Output

25. Students can choose from a range of formats to demonstrate their learning (e.g., writing, speaking, drawing, building, acting, digital projects).

26. Assessments focus on understanding and skill development rather than only on traditional tests or written responses.

27. Alternative assessment options are available to ensure all students can demonstrate mastery, regardless of language or physical capabilities.

Supporting Executive Functioning

28. Goal-setting, planning, and organisation supports are embedded in the learning process.

29. Graphic organisers, templates, and checklists are provided to help students manage and structure their learning.

30. Self-regulation strategies are explicitly taught to help students navigate frustration, anxiety, and challenges.

Embedding Assistive and Accessible Tools

31. Assistive technologies and accessibility tools are available for students who need them.

32. Digital tools are designed for accessibility, ensuring they do not unintentionally create barriers.

33. Students are encouraged to choose and experiment with tools that best support their learning needs.

Encouraging Creativity and Innovation

34. Non-traditional and student-led forms of expression are valued and encouraged.

35. Neurodiverse ways of thinking are supported, with space for different cognitive approaches.

36. Learning is active, participatory, and student-led, with flexibility in how students demonstrate mastery.

Instructions for Use

1. Self-Assessment: Use this index to evaluate your lesson or program planning by assigning a rating (A/B/C) to each statement.
2. Reflection and Improvement: Identify actionable strategies for each "B" or "C" rating to move toward full implementation (A).
3. Collaborative Review: Engage with colleagues to discuss ratings and share ideas for enhancing inclusivity and alignment with UDL principles.
4. Re-Evaluation: Periodically reassess and refine plans to ensure consistent application of UDL practices across lessons.

SELF REFLECTION PROMPTS

Going forward

This index is not a checklist — it is a tool for reflection and action. Inclusive teaching is an ongoing process of growth, adaptation, and learning.

Where do you see **strengths**? Where do you see **gaps**? How are you **already implementing UDL** and how will you **build** on this further to address **barriers**?

Use this tool to **celebrate progress** and identify **areas for development**. Small, intentional shifts create lasting impact.

What will you implement today?

Engagement

- In what ways am I currently implementing UDL to foster a strong sense of belonging in my classroom?
- What are the areas where I can implement UDL to address barriers to student engagement?

Representation

- How am I ensuring that learning materials are accessible to all students using multiple formats?
- Where can I enhance representation to remove bias or cultural exclusion in my teaching?

Action and Expression

- In what ways do I offer flexibility in how students demonstrate their learning?
- How can I further adapt assessments to measure strengths rather than deficits?

One concrete change I will make this term to enhance UDL in my classroom is:

