





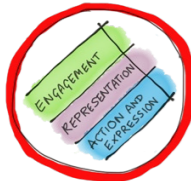



Pre planning with a UDL lens

Purpose: Universally design a course framework guided by the UDL thinking cycle.



Digital Technologies: Kaitiakitanga

| | Refining questions | How should you plan for this? Brainstorm of ideas |
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| <p>Student Brief: In this task, you will develop a digital technologies outcome that will reflect or promote kaitiakitanga, aiding in the guardianship of our natural environment. Kaitiakitanga can be thought of as guardianship . It's about taking care of the world around us. Our ability to survive and thrive is deeply connected to our natural environment, so it's important that we take care of it - land, plants, air, oceans, and forests. Digital technologies can help us to gather information about our environment, improve processes to sustain it, and connect with people to increase our knowledge around this issue.</p> | | |
|  Who are the people and what do we know? | <ul style="list-style-type: none"> • What's on top for ākongā that could have an impact on learning and wellbeing? • What do we know about prior learning? • What community connections and relationships do we have? • Cultures, languages and identities • Ākongā strengths • Prior knowledge and experience • Specific needs and preferences | |
|  What is the purpose and goal? | <ul style="list-style-type: none"> • What is the purpose and goal of the course? • How will we share the purpose and goal of the activity? • Can we create an opportunity where the goal/purpose is designed with ākongā? • What are some example outcomes of a digital technology to promote kaitiakitanga? | |
|  What barriers (in the way we do things) could get in the way for people? | What in our design or the way we teach and communicate could create inequity and discrimination or get in the way of learning? <ul style="list-style-type: none"> • What could get in the way of the engagement and motivation of ākongā or create anxiety? • What could create confusion or get in the way of people connecting to new ideas? • What could stop ākongā fully participating, collaborating, and sharing their thinking? • What hasn't worked so well in the past? | |
|  What can we build into the activity and offer to everyone? | <ul style="list-style-type: none"> • What kinds of approaches, resources, tools, experiences would ākongā find valuable? • What options could we include that ākongā have found helpful in the past? | |

| Student process: <ul style="list-style-type: none"> Identify the purpose of your outcome. How does it support or promote kaitiakitanga? Identify the users. Who is the audience? What do the people who will use your outcome need? Identify the requirements and specifications | | |
|--|---|--|
|  Make a plan | <p>With the above design process in mind, how can you offer a universal design for learning approach for akonga?</p> <p>Keep in mind you are designing the course for Sam, Alex, Tam and Anaru</p> <p>Brainstorm supports for each identification of the brief.</p> | |
| Refine plan to increase support for engagement  | <p>What options and design decisions could we include to:</p> <ul style="list-style-type: none"> connect with the culture, language, identity, ability, strengths and interests of ākonga? Ensure the design is actively inclusive of diverse perspectives and experiences and free from discrimination Give equal status to Mātauranga Māori Offer choice and support autonomy Foster collaboration and community Make connections to the world beyond school Sustain motivation? | |
| Refine plan to increase support for access & understanding  | <p>What options could we use to:</p> <ul style="list-style-type: none"> support communication of key concepts and new or important key concepts, including; appropriate tools and techniques to use to create outcomes. conventions that are relevant to the outcomes. Ensure the materials or resources we offer are available in multiple media Support understanding across our different cultures and languages | |
| Student Process of Assessment: Part 5: How to present your learning: Made an outcome which works, promotes kaitiakitanga, and is fit for purpose. | | |
| Refine plan to increase support for participation and expression  | <p>What options can we include to:</p> <ul style="list-style-type: none"> Access activities materials, tools and learning environments Demonstrate understanding in multiple ways, what does this look like? Build their goal setting, planning and self – management skills? Test, trial and improve outcomes with others What will success look like? | |