





# Pre planning with a UDL lens

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



## Materials and Processing Technology: Manaakitanga

	Refining questions	How should you plan for this? Brainstorm of ideas
<p><b>Student Brief:</b>  <b>Manaakitanga</b> is a behaviour that acknowledges others through aroha, hospitality, generosity, and mutual respect. It is an act of kindness that enhances relationships for all. When you demonstrate manaakitanga towards someone, you are demonstrating your care for them.                      In this task you will develop a Materials and Processing Technology outcome that demonstrates manaakitanga for a person, whānau, or community group. Evaluating your outcome against the brief with specifications will determine fitness for purpose.                      You will use technological practice to address a <b>brief</b> with <b>specifications</b>. You will then use the brief, specifications, <b>equipment</b>, and <b>resources</b> to develop and create an outcome.</p>		
 Who are the people and what do we know?	<ul style="list-style-type: none"> <li>• What's on top for ākonga that could have an impact on learning and wellbeing?</li> <li>• What do we know about prior learning?</li> <li>• What community connections and relationships do we have?</li> <li>• Cultures, languages and identities</li> <li>• Ākonga strengths</li> <li>• Prior knowledge and experience</li> <li>• Specific needs and preferences</li> </ul>	
 What is the purpose and goal?	<ul style="list-style-type: none"> <li>• What is the purpose and goal of the course?</li> <li>• How will we share the purpose and goal of the activity?</li> <li>• Can we create an opportunity where the goal/purpose is designed with ākonga?</li> <li>• <b>What are some example outcomes of Materials and Processing Technologies that promote Manaakitanga?</b></li> </ul>	
 What barriers (in the way <b>we</b> 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"> <li>• What could get in the way of the engagement and motivation of ākonga or create anxiety?</li> <li>• What could create confusion or get in the way of people connecting to new ideas?</li> <li>• What could stop ākonga fully participating, collaborating, and sharing their thinking?</li> <li>• What hasn't worked so well in the past?</li> </ul>	
 What can we build into the activity and offer to everyone?	<ul style="list-style-type: none"> <li>• What kinds of approaches, resources, tools, experiences would ākonga find valuable?</li> <li>• What options could we include that ākonga have found helpful in the past?</li> </ul>	

**Student process:**

- use technological practice to address a brief with specifications
- examine and apply stakeholder feedback and use it to refine your outcome
- create your outcome
- take your outcome to the place it will be used, to see how it works in situ. If you can't do that, try to model that environment as best you can

 <p>Make a plan</p>	<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 process of the brief and specifications.</p>	
<p>Refine plan to increase support for engagement</p> 	<p>What options and design decisions could we include to:</p> <ul style="list-style-type: none"> <li>• connect with the culture, language, identity, ability, strengths and interests of ākonga?</li> <li>• Ensure the design is actively inclusive of diverse perspectives and experiences and free from discrimination</li> <li>• Give equal status to Mātauranga Māori</li> <li>• Offer choice and support autonomy</li> <li>• Foster collaboration and community</li> <li>• Make connections to the world beyond school</li> <li>• Sustain motivation?</li> </ul>	
<p>Refine plan to increase support for access &amp; understanding</p> 	<p>What options could we use to:</p> <ul style="list-style-type: none"> <li>• support communication of key concepts and new or important key concepts</li> <li>• Ensure the materials or resources we offer are available in multiple media</li> <li>• Support understanding across our different cultures and languages</li> </ul>	

**Student Process of Assessment:**  
**Part 5: How to present your learning:** Made an outcome which promotes Manaakitanga and is fit for purpose.

<p>Refine plan to increase support for participation and expression</p> 	<p>What options can we include to:</p> <ul style="list-style-type: none"> <li>• Access activities materials, tools and learning environments</li> <li>• Demonstrate understanding in multiple ways, what does this look like?</li> <li>• Build their goal setting, planning and self – management skills?</li> <li>• What will success look like?</li> </ul>	
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