

UNIVERSITY of
TASMANIA 

Policy and Practice for Inclusive Education:

Bridging the gap between educational policies and classroom practices to promote inclusivity.

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Pro-Vice Chancellor & Executive Dean Regional Education

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Welcome, thank you and overview of today's address

Overview of the policy context in higher education

How can Universal Design principles assist us?

A walk through our new campus to see how these principles are reflected in our practice

Implementing Universal Design for Learning

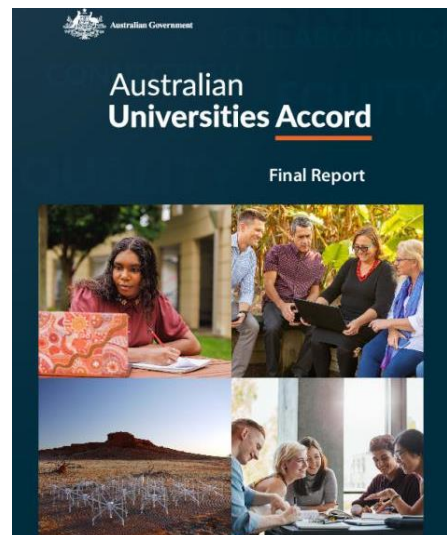
The Policy Context

- *By 2050 over 80% of available jobs will require tertiary qualifications*
- *To meet this target we need to open access to under-represented groups*
- *This is now being reflected in policy documents across the world including in Malaysia and Australia*



Australia will be unable to meet its skills needs without increasing attainment of historically under-represented cohorts in tertiary education. Increasing the number of people undertaking tertiary education through a more inclusive approach will have significant benefits. Australia needs to not only increase the number of skilled workers but also ensure that they have access to lifelong learning. This will require much higher participation among groups historically under-represented in higher education, and students from these groups will need adequate support to succeed throughout their learning journeys. (Accord, p. 7, 2024)

The Malaysian Government has also flagged they will focus on *Equity and Inclusion* in their 2025 policy refresh. This is to ensure that all learners have access to quality education regardless of their background and circumstances.

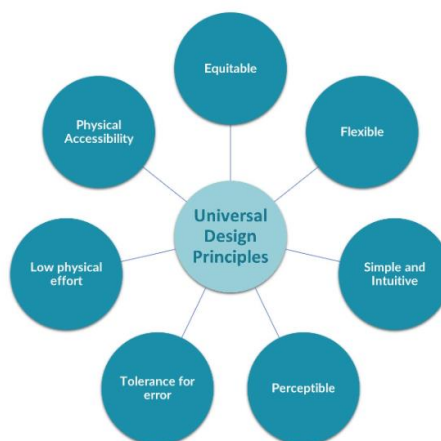




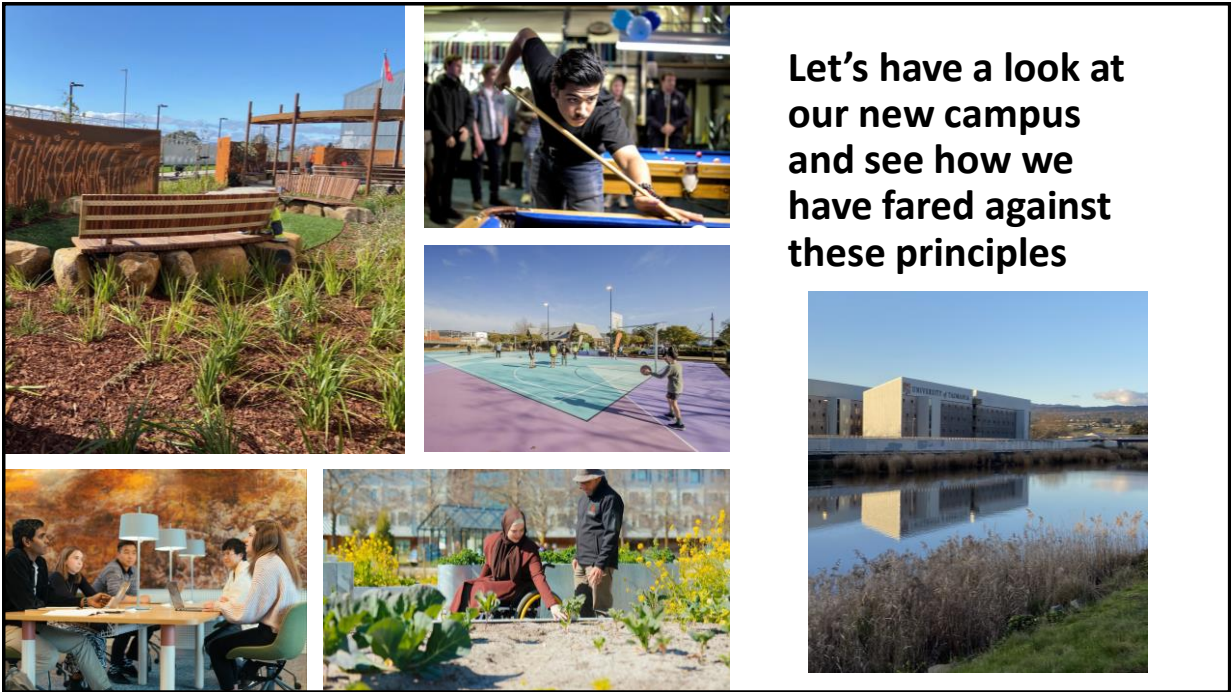
‘design of products and environments to be usable by all people to the greatest extent possible, without the need for adaptation or of specialised design’
(ADCET, 2024)

<https://www.rickhansen.com/news-stories/blog/universal-design-101>

The 7 Principles of Universal Design – and how they relate to education



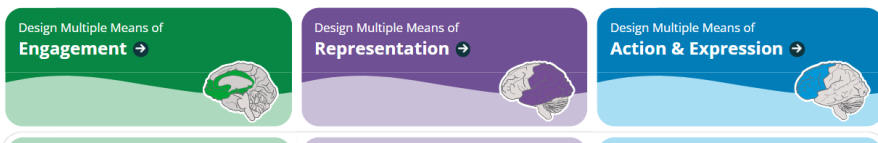
<https://www.adcet.edu.au/disability-practitioner/course-design-and-implementation/universal-design>



Let's have a look at our new campus and see how we have fared against these principles



What is Universal Design for Learning?



Three pillars:

Engagement

- Welcoming and affirming learners' interests and identities
- Sustaining effort and persistence
- Building emotional capacity

Representation

- Building options for perception of information and learning
- Using a diversity of language and symbols
- Create opportunities to build knowledge

Action and Expression

- Create opportunities for interaction (in person and through technology)
- Explore multiple modes of expression and communication
- Build capacity for strategy development through setting, planning and monitoring achievement of goals

There are many great resources available to go deeper ...

Universal Design for Learning Guidelines
The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement <ul style="list-style-type: none"> Optimize choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Optimize joy and play (7.3) Address biases, threats, and distractions (7.4) 	Design Multiple Means of Representation <ul style="list-style-type: none"> Support opportunities to customize the display of information (8.1) Support multiple ways to perceive information (8.2) Present a diversity of perspectives and identities in authentic ways (8.3) 	Design Multiple Means of Action & Expression <ul style="list-style-type: none"> Vary and tutor the methods for response, navigation, and movement (9.1) Optimize access to expressive materials and resources and accessible technologies and tools (9.2)
Design Options for Welcoming Interests & Identities (1) <ul style="list-style-type: none"> Clarify the meaning and purpose of goals (2.1) Engage subject matter, experiences, and cognitive learning (2.2) Engage learning and community (2.3) Offer action-oriented feedback (2.4) 	Design Options for Perceptions (1) <ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures (3.1) Support decoding of text, mathematical notation, and symbols (3.2) Culture and/or language and report access (language and dialect) (3.3) Address issues in the use of language and symbols (3.4) Utilize diverse multiple media (3.5) 	Design Options for Interactions (1) <ul style="list-style-type: none"> Use multiple media for communication (5.1) Use multiple tools for construction, composition, and memory (5.2) Build fluency with graduated support for practice and performance (5.3) Address issues related to modes of expression and communication (5.4)
Design Options for Sustaining Effort & Persistence (1) <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (6.1) Optimize awareness of self and others (6.2) Optimize individual and collective reflection (6.3) Cultivate empathy and responsive practices (6.4) 	Design Options for Language & Symbols (1) <ul style="list-style-type: none"> Contextualize prior knowledge to new learning (4.1) Highlight and explore learning, critical thinking, ideas, and relationships (4.2) Cultivate multiple ways of knowing and making meaning (4.3) Maximize teacher and generalization (4.4) 	Design Options for Expression & Communication (1) <ul style="list-style-type: none"> Set meaningful goals (4.1) Structure and guide for challenges (4.2) Optimize information and resources (4.3) Maximize fluency for monitoring progress (4.4) Challenge disciplinary practices (4.5)
Design Options for Emotional Capacity (1) <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (6.1) Optimize awareness of self and others (6.2) Optimize individual and collective reflection (6.3) Cultivate empathy and responsive practices (6.4) 	Design Options for Building Knowledge (1) <ul style="list-style-type: none"> Contextualize prior knowledge to new learning (4.1) Highlight and explore learning, critical thinking, ideas, and relationships (4.2) Cultivate multiple ways of knowing and making meaning (4.3) Maximize teacher and generalization (4.4) 	Design Options for Strategy Development (1) <ul style="list-style-type: none"> Set meaningful goals (4.1) Structure and guide for challenges (4.2) Optimize information and resources (4.3) Maximize fluency for monitoring progress (4.4) Challenge disciplinary practices (4.5)

<https://udlguidelines.cast.org/>

PERMATA KURNIA
We support the PERMATA KURNIA program for autistic children and their parents.

Find out more →

WELCOME TO BAKTI-MIND

There are no limits – only beginnings. BAKTI-MIND provides information and resources for people with disabilities (PWD) and their carers. We help you understand your disabilities, find support and resources, and lead the best life possible.

I want to know more about BAKTI-MIND →

I want to know more about PERMATA Kurnia →

I want to VOLUNTEER →

<https://mind.org.my/article/universal-design-for-learning/>

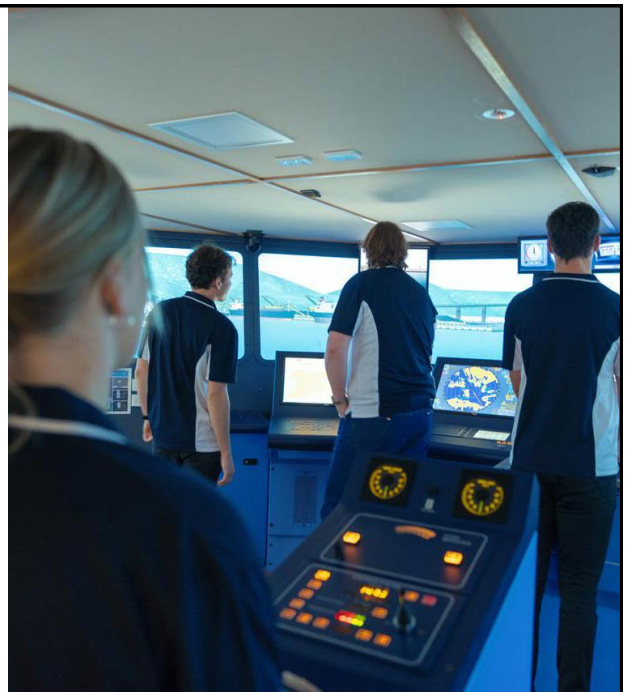


<https://universaldesignaustralia.net.au/universal-design-for-learning/>

Practical implementation – Inclusive practice in 5

- *Be Approachable*
- *Be Proactive*
- *Be Flexible*
- *Be Planned*
- *Be Human*

Brown and West, 2010



Some useful references

Australian Disability Clearinghouse in Education and Training (ADCET) <https://www.adcet.edu.au/>

Web Content Accessibility Guidelines for (WCAG) international standards. WCAG documents explain how to make web content more accessible to people with disabilities.
<https://www.w3.org/WAI/standards-guidelines/wcag/>

Accessible Curricula: Good Practice for all – UK a 'quick reference' manual for curriculum-related disability issues. The term 'curriculum' is used in a broad way and refers not only to physical course materials but also includes issues such as field trips, work placements, laboratory practicals and assessments. (Doyle, C & Robson, K (2002). Cardiff: UWIC Press).

Equal Access: Universal Design of Instruction. A checklist for Inclusive Teaching – US discusses the principles of universal design in relation to teaching and provides examples of good practice. (Burgstahler, S. 2013. Seattle: DO-IT, University of Washington).

Teachability: Creating Accessible Curriculum - UK



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Thank you

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