**From Insight to Action: Scaling UDL in Your Context**

**Workshop Activity Sheet**

**Instructions:** Use this sheet to identify one goal for UDL adoption or scaling and explore practical strategies using systems-level enablers. Work individually or in small groups.

**Part 1: Define Your UDL Goal**

**What is one goal area where you’d like to adopt or scale UDL within your institution?**
*(e.g., building staff capability, embedding UDL in curriculum design, amplifying student voice)*

**My UDL Goal:**

*Create and facilitate a UDL Community of Practice (CoP) in my faculty to build shared capability, support peer learning, and embed inclusive teaching practices into day-to-day academic work.*

**Part 2: Map Enablers Across the System**

Review the enablers below. Circle what is **already present** in your context. Tick ✓ those you could **leverage** to support your goal. Then, for each enabler selected, note a practical action or activity you could take.

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| Enabler Area | Example Enablers | Your Ideas |
| **Leadership & Strategy** | ☐ UDL in policies or plans ☐ Senior leaders support UDL X UDL champions identified ☐ Quality assurance processes include UDL | Ask the ADE to endorse the CoP and promote it in a faculty newsletter.Invite a senior leader to open the first session and signal institutional value. |
| **Professional Learning** | ☐ Staff PD on UDL ☐ UDL in academic induction X Cross-functional collaboration X Peer networks/CoPs supported | Connect with learning designers and UDL actors and champions to co-facilitate sessions.Include UDL as a focus in existing faculty PD calendar. |
| **Curriculum & Pedagogy** | X UDL in unit design ☐ Templates/examples available ☐ Student feedback informs practice ☐ Flexibility planned from the start | Include “show-and-tell” time for participants to share how they’re applying UDL in their teaching.Invite staff to bring assessment redesign examples for peer feedback. |
| **Student Voice** | X Students in co-design or advisory roles ☐ Peer mentoring/student-led initiatives | Invite a student rep to attend one session and share perspectives on inclusive learning. |
| **Culture & Collaboration** | X Staff collaboration encouraged X Common UDL language across units ☐ UDL recognized or rewarded ☐ UDL stories shared institution-wide | Align CoP content with the university’s inclusive teaching framework to reinforce consistent language.Use Padlet or a shared document to collect good practice examples. |
| **Monitoring Progress** | ☐ UDL implementation tracked X Feedback loops established ☐ Barriers identified and addressed | Use a short participant reflection after each session to inform future planning.Track session attendance and engagement to measure interest. |

**Part 3: Strategy Mapping**

Based on your enablers and UDL goal, map out your strategy.

**Short-Term Strategies (next 6 months):**

1. Gain endorsement from a faculty leader.
2. Launch the CoP with a kickoff session and share an EOI invitation widely.
3. Run three initial sessions on priority topics (e.g., flexible assessment, inclusive online design).
4. Capture reflections from participants to shape future sessions.

**Long-Term Strategies (1–2 years):**

1. Formalize the CoP as part of the faculty’s L&T initiatives.
2. Build a repository of UDL practice examples and resources.
3. Support session facilitation by rotating leadership among CoP members.
4. Advocate for UDL peer contributions to be recognized in teaching awards or promotion.

**Resources or Partnerships Needed:**

* Collaboration with learning designers, librarians, and student services staff.
* Time release or recognition for CoP coordination.
* Access to meeting rooms or virtual collaboration platforms.
* Endorsement and promotion by faculty leaders.

**Part 4: Reflection & Collective Commitment**

**What does interdependence mean in your context? How might you build it?**

Interdependence means recognising that embedding UDL is not the responsibility of a single role, but a shared effort across teaching, support, and leadership teams. I will build interdependence by inviting multiple voices into the CoP - staff from different disciplines, roles, and levels - and co-designing session content.

**How will you foster collective learning as part of UDL adoption?**

By creating a safe, reflective, and practical space for staff to share what they’re trying, what’s working, and what they’re unsure about. Each session will include peer exchange, resource sharing, and opportunities to co-create teaching tools grounded in UDL principles.