



Building capability in a school leadership team: Supporting Universal Design for Learning in the classroom

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An overview of a professional development project focused on building capability within a school leadership team to support classroom teachers to implement Universal Design for Learning (UDL) in the classroom will be presented. UDL is an approach to curriculum planning and teaching that caters for the learning needs of all students. When using UDL, teachers are better able to engage and support curriculum participation and academic achievement for diverse learners, including students with disability. Co-facilitated by the school's Head of Special Education Services (HoSES) and a Special Education-Teacher Education Lecturer, a professional development model was utilised to build capability within the school's leadership team to develop a deeper understanding of UDL. The school leadership team, in-turn provided ongoing support for the teachers in their cohort to also understand and implement UDL in the classroom.

Using UDL (Version 2.0) Guidelines (CAST, 2011) and focusing on building capability within the leadership team of the school, participants in this project have become familiar with the concept and underlying theoretical foundation of UDL, and have taken time to explore the principles, guidelines, and checkpoints, and discuss how these might be most effectively implemented within the school. These school leaders – Year Level Coordinators, Heads of Curriculum, Teaching & Learning Coaches, and Deputy Principals – work with classroom teachers in their cohort to help them develop their understandings, and provide ongoing support to implement UDL guidelines in general education classroom curriculum planning and teaching.

As this is a newly started and ongoing project, this presentation will summarise the process undergone so far, and discuss some of the successes and challenges experienced to this point.