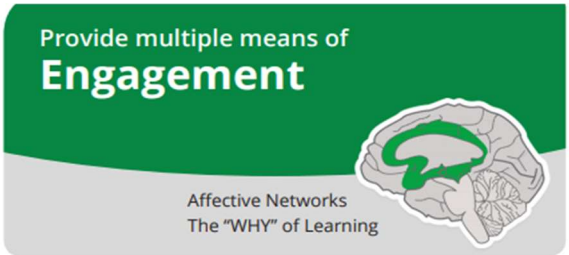
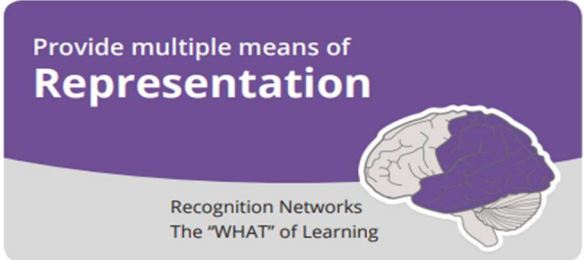
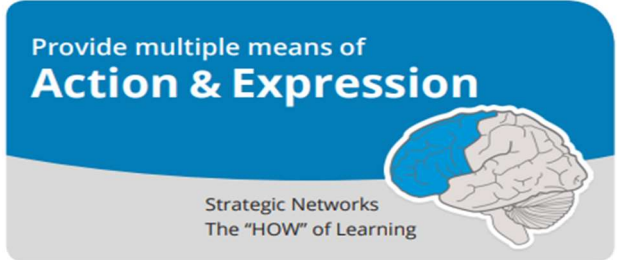


## Using UDL in conversation with your child's teacher

		
<p><b>When you hear this...</b> Your child either submits assignments late or not at all.</p> <p><b>Ask this...</b> <i>Is there more than one way</i> to engage my child with this task? How many steps are involved in completing the task? What structure or supports do you think would help guide my child through each step?</p> <p><b>Examples of UDL in practice...</b> Teacher offers regular check-ins to all students to give feedback about their progress and to give instruction about the next step.  For some students this 'check-in' will be essential to ensure they complete the task. Others may see this as an opportunity to further improve their work. Some may not need this type of support at all.</p>	<p><b>When you hear this...</b> Your child can't keep up with the pace of the lesson.</p> <p><b>Ask this...</b> <i>Is there more than one way</i> that information can be presented to my child? What strategies would help my child keep up with the pace? What is the essential learning that must occur so we can focus on that?</p> <p><b>Examples of UDL in practice...</b> Materials are made available in advance of a new topic via an online parent portal or hard copies sent home e.g. new vocabulary, a text to read or film clip to watch.  Prioritising learning into what all students must know (essential learning) and what a few students could know (extending/deepening learning) is a great strategy particularly when there is a lot of content being covered and not every child will work at the same rate or depth.</p>	<p><b>When you hear this...</b> Your child's handwriting is very slow/difficult to read.</p> <p><b>Ask this...</b> <i>Is there more than one way</i> for my child to record their ideas/show their learning? What is the purpose of the task they have been given? Does it have to be handwritten? What are the alternatives to handwriting and when could these be used?</p> <p><b>Examples of UDL in practice...</b> Teacher makes the learning intention very clear to the class and gives all students the choice of how they demonstrate their learning e.g. handwriting, word processing, using mind-maps or illustrations, working in groups with assigned roles such as narrator and scribe.</p>
<p><b>The goal is for your child to become...</b></p> <p><b>Purposeful &amp; Motivated</b></p>	<p><b>The goal is for your child to become...</b></p> <p><b>Resourceful &amp; Knowledgeable</b></p>	<p><b>The goal is for your child to become...</b></p> <p><b>Strategic &amp; Goal-Directed</b></p>