



WE BELIEVE:

- All Catholic Students can learn and achieve given the proper supports
- All Catholic Teachers can teach to high standards given the right conditions and assistance
- Setting high expectations for achievement, holding students to rigorous performance standards and early intervention are essential to student success
- Teachers need to be able to articulate what they do and why they teach the way they do, reflective of Gospel values and the Catholic Graduate Expectations

- Assessment Driving Instruction for Improved Student Learning (DCDSB – 2008/2009)

WE BELIEVE:

We believe that every child is made in the image and likeness of God and that his or her dignity and worth must be respected and valued.

We believe that every child can learn and that as Catholic educators, we are called to a vocation which values each child's successes, based on his or her level of understanding.

We believe that every child is a unique gift from God and has his or her own way of learning. As Catholic educators, we must plan for this diversity and give students tasks that respect their abilities.

We believe that our Catholic learning communities are places of conversation and support, where educators can reach out to others in the community for ideas and assistance in order to create a learning environment that best supports all students, including students with special education needs.

We believe that all our students have a right to be educated in the manner that best suits them. We therefore understand the importance of universal design and differentiated instruction in order to ensure that our classrooms and other learning environments are as usable as possible to students, regardless of their age, ability, or situation.

We believe that we are all life-long learners and that as Catholic educators, we are called to continue to develop our pedagogy so that our instruction and professional judgment are supported by good research.

We believe that as educators, we have the advantage of knowing the child and the ability to provide valuable feedback in order to support his or her programming and assessment.



WHAT IS UNIVERSAL DESIGN FOR LEARNING?

“Universal Design is not just a technique for special education; rather it is a technique to enhance the learning of all students.” - Turnbull, Turnbull, Shank, Smith & Leal, 2002

“In a diverse classroom, no single method can reach all learners. Multiple pathways to achieving goals are needed.” - Hitchcock et. Al, 2002

Universal Design for Learning (UDL) finds its inspiration in architecture, where the careful design and planning of a building can benefit not only those with physical disabilities, but all users of a building. For example, an access ramp helps both the person using a wheelchair and the parent using a stroller.

UDL is an orientation intended to shape teaching in order to provide all students with access to the curriculum. Educators now realize that a teaching strategy or pedagogical materials that respond to the special needs of a specific student or group of students can also be useful for all students. This does not mean planning instruction for students with average achievement levels, and then making after-the-fact modifications to meet the special needs of certain students. UDL encourages teachers to develop a class profile and then plan, from the beginning, to provide means and pedagogical materials that meet the needs of all students and not only those with special needs.

**Core Concepts: Universality and Equity, Flexibility and Inclusion,
An Appropriately Designed Space, Simplicity, Safety**

INCLUSION

Planning for Inclusion

Universal Design for Learning

Broad Learning Principles

- Equitable use
- Appropriately designed space
- Flexibility
- Simplicity
- Safety
- Different modes of perception

Differentiated Instruction

Focused Structure for Instruction

- Differentiated content
- Differentiated process
- Differentiated product

Approaches

Assessment Framework

Teaching Strategies