

ABSTRACT

This article presents the narrative of one primary teacher's conceptualization and implementation of Universal Design for Learning (UDL) as a means by which to design an authentic inclusive learning environment. While UDL is commonly acknowledged as being at the forefront of inclusive education practices there is a lack of understanding among educators about what exactly UDL is and how to implement it. This paper contextualizes and, following qualitative methodological guidelines for autoethnography, explores a teacher's application of the UDL principles, and experience operationalizing the construct of UDL.

Keywords: Autoethnography, Inclusion, Universal Design for Learning (UDL)