



Inclusive Pedagogies Symposium 2026: Reimagining Inclusive Pedagogy for the Future

Date: 19 May 2026

Submission deadline: 23 February 2026

[Please click here to submit your proposal.](#)

Call for proposals and guide to submissions

Overview

Advance HE is pleased to present 'Reimagining Inclusive Pedagogy for the Future' a symposium focused on the powerful contribution of three strands:

- Inclusive pedagogy for access and belonging
- Using Universal Design for Learning (UDL) in practice
- Reimagining institutional approaches

As student populations become increasingly diverse, institutions are challenged to move beyond reactive adjustments towards the proactive design of learning environments that work for everyone. This symposium provides a space for critical reflection and sector-wide dialogue on how we can address inclusion from the point of access, through the cultivation of belonging, and through approaches such as UDL principles that can be embedded to create learning cultures where all students experience a genuine sense of inclusion.

The symposium will bring together educators, students, researchers, professional staff and institutional leaders to explore how intentional curriculum design, assessment and learning environments can remove structural barriers and support participation, engagement and success. Central to this is a focus on embedded practice, rather than an add-on activity, recognising that students thrive when they feel seen, valued and included.

We recognise that meaningful change often involves challenge, discomfort and honest reflection. Participants will be invited to engage with the tensions that arise when redesigning curricula and institutional practices, particularly where there may be resistance to change or competing pressures.

Alongside sharing effective practice, we invite open and honest discussions about approaches that have not worked as intended, recognising the vulnerability that can come with sharing these experiences

Thematic areas

We encourage submissions aligned to the following three thematic areas:

1. Inclusive pedagogy for access and belonging

- How can we foster a sense of inclusion and belonging from the point of access.
- Embedding multiple means of engagement, representation and action/expression to support diverse learners.
- Designing accessible learning environments that normalise flexibility without stigma.
- Co-creation with students: partnering learners in curriculum design to strengthen belonging.

2. Using UDL in practice

- What does a genuinely “UDL-informed” institution look like in practice?
- Moving beyond individual champions to systemic, sustainable change.
- Professional learning and cultural change: supporting staff to design with inclusion in mind from the start.
- Aligning quality, policy, digital infrastructure and estates with inclusive design principles.
- Creating consistent institutional narratives around belonging and student success.

3. Reimagining institutional approaches

- Anticipating the needs of future student populations in higher education.
- Innovative practice: digital, relational, trauma-informed and community-based pedagogies.
- Global and culturally diverse contexts.
- Integrating wellbeing into curriculum and assessment design, rather than as a bolt-on support.

Symposium aims

- Foster critical reflection on Universal Design for Learning in practice
- Advance sector understanding of inclusive pedagogies for access and belonging
- Share scalable, sustainable approaches to curriculum and assessment design
- Support institutional transformation
- Strengthen equity of access, participation and success



Who should attend?

Teaching practitioners including Heads of Department, programme leaders, academic developers, lecturing staff, learning designers, learning technologists, and professional staff working in student success, EDI, widening participation, disability and wellbeing services.

Call for contributions

Colleagues are invited to submit proposals that showcase higher education initiatives addressing one or more of the symposium themes above. We welcome:

- Case studies
- Research papers
- Practice-based innovations
- In-progress work

We particularly welcome co-authored and co-delivered contributions with students, and submissions that centre the experiences of students from underrepresented or marginalised groups.

Session types

Workshops

40 minutes in length, with at least 20 minutes of active participation. Sessions should demonstrate practical, transferable approaches that delegates can adapt in their own institutions.

Oral presentations

15 minutes, followed by 5 minutes of Q&A. Presentations should include a PowerPoint or equivalent visual stimulus.

Posters / Vlogs

Traditional posters or short vlogs (up to 3 minutes) addressing innovative and topical issues aligned with the themes. These can present early-stage findings, emerging practice, and reflective insights.