

Create barrier-free goals and objectives

A suggestion for implementing the strategy

'How to plan using UDL' from the Guide:

[Universal Design for Learning](#)

Includes:

- Clarify learning intentions
 - Check for hidden barriers
 - Share goals in multiple ways
 - Co-design authentic goals
 - Reflection questions
 - Useful resources
-

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Strategy: [How to plan using UDL](#)

Suggestion: [Create barrier-free goals and objectives](#)

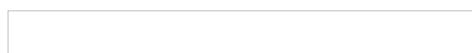
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www.inclusive.tki.org.nz/guides/universal-design-for-learning/create-barrier-free-goals-and-objectives

Clarify learning intentions



Source: [Chrissie Butler CORE Education](#)

Source:

[Chrissie Butler CORE Education](#)

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Define the specific intention of an activity **before** you start to design.

This will keep your planning focussed on it's purpose.

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Check for hidden barriers

Barriers to achievement can be hidden in the way we communicate goals or learning intentions.

Example of an assignment:

Students will be able to write a report about how ways to increase birdlife at school.

This is two tasks in one: **write** a report and **demonstrate** understanding about birdlife in the local area.

When setting goals (intentions):

- identify the purpose and make explicit will be assessed

- check for hidden barriers to achievement

- if possible offer students flexible ways to demonstrate understanding

- if a skill such as “write” is included in the goal, ensure supports such as text-to-speech, graphic organisers, word prediction are offered to all students.

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Share goals in multiple ways



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Students perceive and make sense of information differently.

Present goals in multiple ways to support everyone's understanding.

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Co-design authentic goals



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

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Whenever possible, design learning intentions and flexible pathways to achievement with students.

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Reflection questions

Consider the following
in your own context.

How can I present learning goals and intentions in varied and flexible ways to support engagement and understanding?

How can I make sure students don't confuse the purpose of an activity with the means of achieving it?

Do I offer varied, flexible, and supported pathways to success?
Give examples.

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Useful resources

Top 10 UDL tips for developing learning goals

Publisher: CAST

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