

# Refine and support goal setting

A suggestion for implementing the strategy

'Design considerations in primary settings'

from the Guide: [Universal Design for Learning](#)

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**Includes:**

Purposeful goals

Share goals in multiple ways

Support planning and action

Check for hidden barriers

Reflection questions

Useful resources

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From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Refine and support goal setting](#)

Date

20 January 2019

Link

[www.inclusive.tki.org.nz/guides/universal-design-for-learning/refine-and-support-goal-setting-2](http://www.inclusive.tki.org.nz/guides/universal-design-for-learning/refine-and-support-goal-setting-2)

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## Purposeful goals

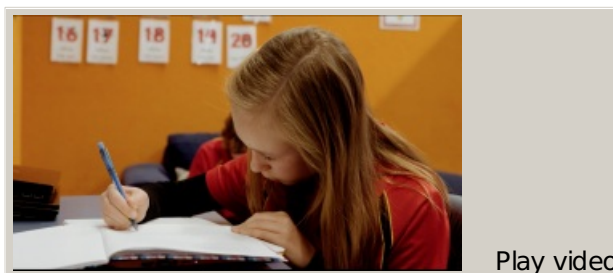
Students at Halswell School share their experience of goal setting and monitoring their own progress.

Source: [Enabling e-Learning \(NZ\)](#) Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Student-agency-in-an-innovative-learning-environment>



Video hosted on Vimeo <http://vimeo.com/146593157>

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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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## Support planning and action

Students need consistent, small, and meaningful reminders to help them set goals, organise and make a plan.

Suggestions for supporting goal setting and self monitoring

Provide models or examples of the process.

Teach students how to plan.

Provide guides and checklists for scaffolding goal-setting.

Post goals, objectives, and schedules in an obvious place.

Involve students in creating what the outcome might look like.

Break the process up into small steps with visual, video, and verbal supports.

Offer problem solving checklists.

Explore more practical suggestions on [Goalbook Toolkit](#).

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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 what 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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## Reflection questions

Consider these questions for your own context.

How do I present learning goals and objectives in varied and flexible ways to support engagement and understanding?

How do I ensure students understand the purpose AND value of an activity?

How do I make sure students don't confuse the goal with the means of achieving it?

How do I offer varied and flexible pathways to success?

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## Useful resources

### Top 10 UDL tips for developing learning goals

Publisher: CAST

[Download PDF](#)

### Student reflection and goal setting

Publisher: Excelsior Springs School District

[Visit website](#)

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