

Refine and support goal setting

A suggestion for implementing the strategy

'Design considerations in primary settings'

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

Includes:

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Date

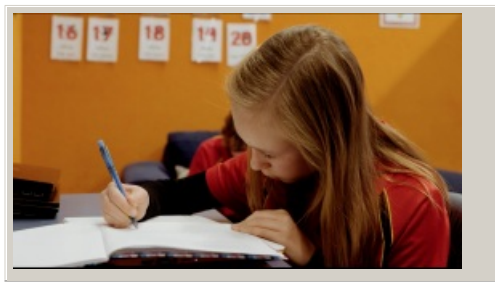
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Purposeful goals

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



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

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Student-agency-in-an-innovative-learning-environment)

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Share goals in multiple ways



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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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

A downloadable PDF from CAST with ten tips about learning goals from a UDL perspective

Publisher: CAST

[Download](#) PDF

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