

# Refine and support goal setting

A suggestion for implementing the strategy

'Design considerations in secondary settings'

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

---

## **Includes:**

Increase relevance and authenticity

Check for hidden barriers

Support individual goal setting

Reflection questions

Useful resources

---

Inclusive Education

From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

Link

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

---

## Increase relevance and authenticity

Wayne Robinson outlines how he ensures students understand the purpose of a task and how it connects to real life.

Source: [Ministry of Education inclusive education \(NZ\)](#)

Closed Captions

Source:

[Ministry of Education inclusive education \(NZ\)](#)

<https://vimeo.com/album/2950799>

Video hosted on Vimeo <http://vimeo.com/225192768>

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

Link

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

---

## 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.

Inclusive Education

From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

Link

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

---

## Support individual goal setting

Give students consistent, meaningful reminders to help them set goals, organise themselves, and make a plan.

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

- Provide models or examples of the planning process.
- 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.

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

Link

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

---

## 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?

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

Link

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

---

## 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](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.