

Inclusive Education

From

Guide: [Universal Design for Learning](#)

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

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

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Link

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 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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