

# The strategic network, planning and sharing learning

A suggestion for implementing the strategy

'Enable action and expression ' from the

Guide: [Universal Design for Learning](#)

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## **Includes:**

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Guide: [Universal Design for Learning](#)

Strategy: [Enable action and expression](#)

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Date

22 January 2019

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[www.inclusive.tki.org.nz/guides/universal-design-for-learning/the-strategic-network-planning-and-sharing-learning](http://www.inclusive.tki.org.nz/guides/universal-design-for-learning/the-strategic-network-planning-and-sharing-learning)

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## Understand the strategic network

An introduction to the strategic network and its connection to the Action and Expression principle.

Source: [SOOC \(US\)](#) [View transcript](#)

Source:

[SOOC \(US\)](#)

<https://www.youtube.com/watch?v=s-EsS6Cbkj4>



Video hosted on Youtube <http://youtu.be/s-EsS6Cbkj4>

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## Implications of variability

All learners demonstrate huge variability in their fine and gross motor skills, ability to set goals, monitor progress, organise themselves and share thinking.

It is critically important to intentionally design learning contexts that offer a range of useful supports and options so that each student can:

**access all work spaces and tools**

**share their learning in ways that work for them**

**set goals and take ownership of their own learning pathways.**

When we don't acknowledge and plan for variability, we can inadvertently create barriers to learning and wellbeing for some students.

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## Guidelines to help us plan for variability

From the neuroscience, we know that variability across the strategic networks is predictable.

The **Action and Expression** guidelines help us ensure all learners are supported plan, create, and share learning.

Guidelines	Purpose
Provide options for physical action	Interact with accessible materials and tools
Provide options for expression and communication	Compose and share ideas using tools or approaches that support expression
Provide options for executive functions	Determine and monitor own learning pathway

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## Potential barriers

Sometimes a specific component of a task can create a barrier for students if it is not designed with supports in place at the outset.

Consider the following list:

- ↙ physical access to materials, resources and workspaces
- ↙ locating personal resources
- ↙ taking a test or timed assessment
- ↙ letter formation
- ↙ spelling
- ↙ following instructions
- ↙ organising ideas
- ↙ working with others
- ↙ speaking in front of others
- ↙ staying focussed
- ↙ solving problems
- ↙ breaking down a task or goal
- ↙ setting a goal.

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## Summary



Source: [CORE Education](#)

**Source:**

[CORE Education](#)

<http://www.core-ed.org/>

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Provide students with flexible and supported options for goal setting, planning and demonstrating understanding.

Ensure the choices you offer are useful options.

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## Useful resources

Multiple means of action and expression –  
Professional development resource

Publisher: The Edmonton Regional Learning Consortium  
(ERLC)

[Visit website](#)

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