

Design options for strategy development

A suggestion for implementing the strategy

'Design multiple means of Action and Expression' from the Guide: [Universal Design for Learning](#)

Includes:

- Why this matters
- Set meaningful goals
- Anticipate and plan for challenges
- Organise information & resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

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From

Guide: [Universal Design for Learning](#)

Strategy: [Design multiple means of Action and Expression](#)

Suggestion: [Design options for strategy development](#)

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Why this matters

Taking ownership of learning involves setting goals, anticipating challenges, organising resources and monitoring progress.

Offer learners a range of tools and approaches that are accessible and customisable.

Single approaches may create unnecessary challenges and impact engagement and achievement ([CAST, 2024](#)).

Design options for strategy development prompts us to reflect on ways to:

- [set meaningful goals](#)
- [anticipate and plan for challenges](#)
- [organise information and resources](#)
- [enhance capacity for monitoring progress](#)
- [challenge exclusionary practices](#).

This guideline also reminds us to consider:

- How will these options support learners in reaching their goals?
- Could any of these options create barriers or unnecessary challenges?
- Will all learners have fair and equal access to high-quality choices?
- How do these options reflect and respond to learner variability?

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Set meaningful goals



Source:

[UDL Guidelines 3.0, CAST \(2024\)](#)

<https://udlguidelines.cast.org/action-expression/strategy-development/goals/>

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Anticipate and plan for challenges

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Action & Expression

- Use reflection prompts or templates to anticipate challenges and plan strategically.
- Plan check-ins to share and reflect on work (e.g., portfolio reviews, critiques).
- Provide a range of checklists and planning templates for goal-setting, prioritisation and task sequencing.
- Encourage peer-mentors to model think-alouds of the goal setting process.
- Offer guides and planning templates to break long-term goals into short-term steps.

Adapted with permission: UDL Guidelines 3.0, CAST (2024)

Source:

UDL Guidelines 3.0, CAST (2024)

<https://udlguidelines.cast.org/action-expression/strategy-development/challenges/>

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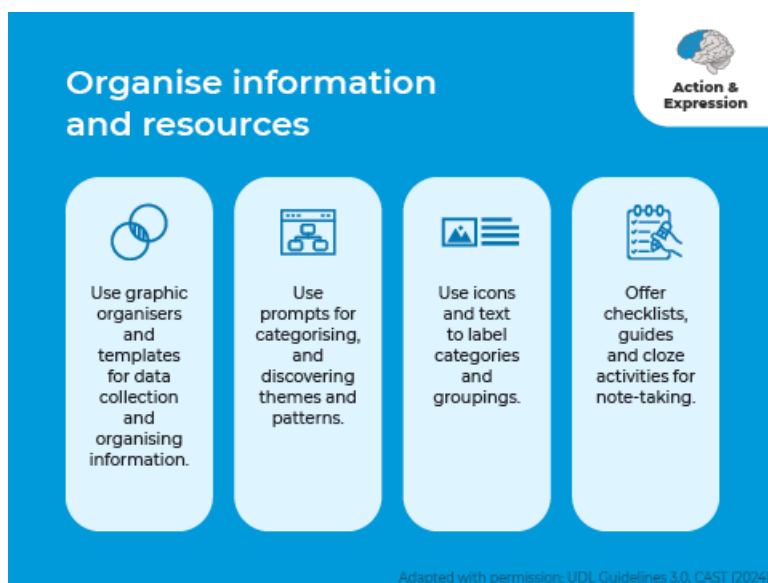
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Organise information & resources



Source:

[UDL Guidelines 3.0, CAST \(2024\)](#)

<https://udlguidelines.cast.org/action-expression/strategy-development/organize-information/>

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Enhance capacity for monitoring progress

Consider the variability of learners when selecting a range of self-reflection tools and approaches.

Ensure approaches are accessible and customisable ([CAST, 2024](#)).

- ✓ Use visual tools like before-and-after photos, graphs, or portfolios to help learners see their progress over time.
- ✓ Help learners explore and identify which types of feedback are most useful based on their preferences, goals, and learning contexts.
- ✓ Offer templates that support self-reflection on the quality and completeness of their work.
- ✓ Model different self-assessment strategies, such as role-playing, peer reviews, or video reflections.
- ✓ Provide checklists, rubrics, models, and examples to support learners in evaluating their work.

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Challenge exclusionary practices

Listen to learners and their whānau about what supports learning and what gets in the way ([CAST, 2024](#)).

- ✓ Provide regular community, whānau, class or individual reflection sessions to learn about what is working and what is getting in the way.
- ✓ Work as individual teachers, teaching teams and as a whole staff to develop concrete and specific actions for addressing exclusionary practices and building inclusive communities.
- ✓ When an exclusionary practice is identified, use community-based practices such as restorative practice to guide the restoration process.
- ✓ Ensure that all participants in discussions are aware of any actions that are taken.

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