

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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