

Provide support and options for students to create, learn, and collaborate

A suggestion for implementing the strategy
'Helpful classroom strategies years 1–8' from
the Guide: [Low vision and learning](#)

Includes:

- Use digital tools
- Personalise learning
- Support under­standing with tactiles
- Support success in assessments

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From

Guide: [Low vision and learning](#)

Strategy: [Helpful classroom strategies years 1–8](#)

Suggestion: [Provide support and options for students to create, learn, and collaborate](#)

Date

17 May 2024

Link

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Use digital tools

Imagine how all students will access and use the content you present.

- ✓ Evaluate the effectiveness of digital tools in partnership with the student.
- ✓ Make options, such as text-to-speech, available to all students. Model and encourage their use.
- ✓ Welcome and encourage digital technologies selected by students, and design activities so that they can use them productively.

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Personalise learning

Provide opportunities for students to learn in ways that suit their needs and preferences.

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where students can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with students the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with the students and present them with clear visual supports.
- ✓ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate way to express their learning.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader-writer or assistive technologies to support success in assessments.

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Support understanding with tactiles



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[BLENNZ Learning Library](#)

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Support success in assessments

Discuss with students what support they need to demonstrate their understanding in tests and assessments.

Talk about:

- possible barriers created by the physical environment: unfamiliar layout of a room, lighting, temperature
- possible barriers created by the design of materials: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only
- ways to manage time allocations such as using visual timers
- negotiating breaks and extra time
- managing anxiety through mindfulness, positive self-talk, and identifying solutions to anticipated problems prior to the assessment
- using digital technologies such as text-to-speech and predictive text or a reader-writer
- pre-teaching specific test skills, such as how to approach multiple choice questions.

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