

# Present information, content, and materials in different ways to support understanding

A suggestion for implementing the strategy 'Reduce barriers for year 1-8 students' from the Guide: [Curriculum accessibility](#)

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## **Includes:**

- Support variability
- Select flexible learning materials
- Increase accessibility of content
- Utilise digital materials
- Use closed captions
- Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 1-8 students](#)

Suggestion: [Present information, content, and materials in different ways to support understanding](#)

Date

10 June 2026

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/present-information-content-and-materials-in-different-ways-to-support-understanding](https://inclusive.tki.org.nz/guides/curriculum-accessibility/present-information-content-and-materials-in-different-ways-to-support-understanding)

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## Support variability

The presentation of information can impact access, participation, and engagement.

No single medium works for every learner, nor does it for every subject.... To promote understanding of information, concepts, relationships, and ideas, it is critical to provide multiple ways for learners to approach them.

**David Rose**

**Source:**

[CAST. Inc. 2014](#)

<http://udltheorypractice.cast.org>

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## Select flexible learning materials

NZSL, New Zealand sign language, Ready to Read



Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

<https://apps.apple.com/nz/developer/ministry-of-education-new-zealand/id507340102>

[View full image \(500 KB\)](#)

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# Increase accessibility of content

Discuss with the student what will support their access to information.

Build the suggestions into your teaching practice.

- ✓ Provide enlarged photocopied versions of printed materials.
- ✓ Create clear, uncluttered materials.
- ✓ Use high-contrast colours for whiteboard pens, text and graphics on slides. Avoid pastel colours and grey tones on printed and online materials.
- ✓ Set out board work in a clear, consistent format with good contrast, using columns, grouping information and clear, large writing.
- ✓ Use visual tools to highlight information such as key words and new vocabulary.
- ✓ Incorporate markers, such as fluorescent stickers, to help navigate to certain places or questions in workbooks.

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## Utilise digital materials



Source:

[BLENNZ Learning Library](#)

<https://blennzonlinelearninglibrary.edublogs.org/>

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## Use closed captions



Source:

New Zealand Department of Conservation | Te Papa Atawhai

<https://www.youtube.com/watch?v=5a6TL6HS17k>

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## Useful resources



### Representation

This series of pages lists free tools, with details about each option. Use them for inspiration as you seek to increase the number of ways information is represented.

Publisher: British Columbia Ministry of Education

[Visit website](#)



### Multiple means of representation – Professional development resource

An online resource from CAST introducing the UDL principle of Representation.

[Visit website](#)



### UDL Guideline One: Options for perception

A video with supported activities to explore different ways to support understanding and access information.

Publisher: UDL for teachers

[Visit website](#)

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