

# Present information, content, and materials in different ways

A suggestion for implementing the strategy  
'Reduce barriers for year 9-13 students' from  
the Guide: [Curriculum accessibility](#)

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## **Includes:**

- Utilise digital tools
- Enlarge content to increase access
- Use flexible learning materials
- Design effective online environments
- Use concrete materials
- Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 9-13 students](#)

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Date

26 June 2026

Link

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

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## Utilise digital tools

The HoD of English at Tamaki College talks about how access to online writing environments is impacting on student writing.



Video hosted on Vimeo <http://vimeo.com/113063690>

No captions or transcript

**Source:**

[English Online \(NZ\)](#)

<https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/School-stories-and-inspiration/Tamaki-College-s-approach-to-differentiation/English-HoD-reflection-choices>

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## Enlarge content to increase access

A student with low vision demonstrates how the online graphic calculator he prefers to use in class is a useful tool for others.



Video hosted on Youtube [http://youtu.be/zW\\_wmhIYXBo](http://youtu.be/zW_wmhIYXBo)

Closed Captions

Source:

[BLENNZ \(NZ\)](#)

[https://www.youtube.com/channel/UCc1J9Io4SoHsP\\_XjMqFW8oA](https://www.youtube.com/channel/UCc1J9Io4SoHsP_XjMqFW8oA)

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## Use flexible learning materials

Suggestions for presenting flexible learning materials.

- ✓ Use multimedia rather than text-only material.
- ✓ Build in connections to prior knowledge, big ideas and patterns. Make effective use of hyperlinks.
- ✓ Make instructions, demonstrations or key content rewindable and accessible 24/7.
- ✓ Use digital rather than hard copy formats so that students can access content in different ways and personalise it to suit their needs.
- ✓ Avoid using handouts or workbooks that can't be adjusted.
- ✓ Include supports such as visual dictionaries, word definitions, and highlighting tools.

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## Design effective online environments

Suggestions for designing effective online environments.

- ✓ Keep the design simple.
- ✓ Use a clear predictable structure to help students find what they need.
- ✓ Reduce visual and auditory clutter and bling (students with ADHD and autism may also find this strategy useful).
- ✓ Support navigation with both high contrast text and visual cues.
- ✓ Check with students that the way you are organising instructions and resources is working for them.
- ✓ Hyperlink to visual calendars and mind mapping options to support planning.

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## Use concrete materials



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(879 KB\)](#)

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## Useful resources



### UDL - Multiple means of action and expression

This video clearly illustrates the Action & Expression principle (the “how” of learning) in Universal Design for Learning.

Publisher: The Edmonton Regional Learning Consortium (ERLC)

[Visit website](#)

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