

# Support processing and organisation

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

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## **Includes:**

- Offer options to manage workloads
- Support concentration and memory
- Support planning and organising
- Offer visual timers
- Use mind mapping

Inclusive Education

From

Guide: [Curriculum accessibility](#)

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

Suggestion: [Support processing and organisation](#)

Date

06 September 2025

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/support-processing-and-organisation](http://inclusive.tki.org.nz/guides/curriculum-accessibility/support-processing-and-organisation)

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## Offer options to manage workloads

Students at Fraser High School reflects on how they managing their time and meet learning goals.



Video hosted on Vimeo <http://vimeo.com/73592179>

Closed Captions

**Source:**

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Curriculum/Fraser-High-School-curriculum-integration-project-students-reflect>

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## Support concentration and memory

Ideas for supporting concentration and short-term memory.

- ✓ Monitor and moderate the classroom for visual and auditory distractions.
- ✓ Present information in a range of ways over an extended period of time (for example, a week) to help students retain information, build up their understanding and familiarity of the topic, and stay stimulated and focused.
- ✓ Discuss the effectiveness of the classroom with students and remove barriers and make modifications where needed.
- ✓ In online environments make effective use of visual prompts and cues to support understanding and navigation. Make useful hyperlinks to background knowledge or previous learning to increase connections.
- ✓ Schedule regular short breaks to allow students to move around.

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## Support planning and organising

Suggestions for supporting students' planning and organising.

- ✓ Use charts, visual calendars, colour coded schedules, visible timers and cues to increase the predictability of regular activities and transitions.
- ✓ Encourage students to use their mobile devices to schedule alerts and reminders for regular and novel events and task deadlines.
- ✓ Highlight patterns, critical features, big ideas and relationships, using visuals, mind maps, 3-D manipulatives, outlines, flow charts, and real objects.
- ✓ Model and make available graphic organisers and flow charts to support planning and thinking in all curriculum areas.
- ✓ Break tasks and lengthy assignments into small manageable parts. Schedule workflow using [Trello](#) to organise what needs to be done and when.
- ✓ Provide options so that students can submit work online.

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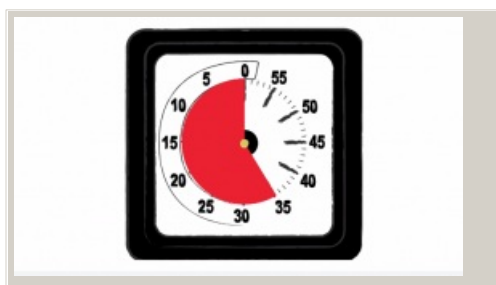
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## Offer visual timers

Visual timers, can help students "see" the time they have for a task.

This can reduce stress and increase motivation.



Video hosted on Vimeo <http://vimeo.com/27596627>

No captions or transcript

Source:

[Time Timer \(US\)](#)

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## Use mind mapping



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(494 KB\)](#)

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