

# Provide options to create, learn and share

A suggestion for implementing the strategy  
'Helpful classroom strategies years 1–8' from  
the Guide: [Deaf and hard of hearing](#)

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## **Includes:**

- Utilise digital collaborative tools
- Give extra time
- Offer options for sharing learning
- Minimise barriers
- Support success in assessments
- Useful resources

Inclusive Education

From

Guide: [Deaf or hard of hearing students and learning](#)

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

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Date

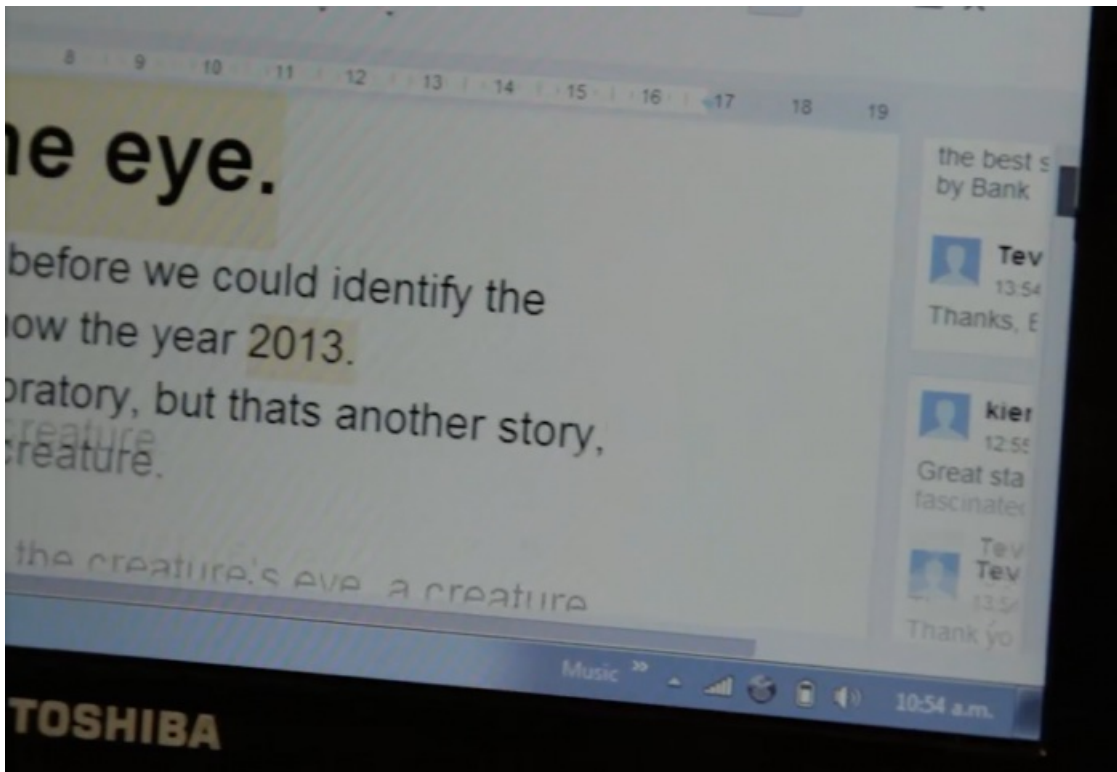
01 September 2025

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-options-to-create-learn-and-share](http://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-options-to-create-learn-and-share)

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## Utilise digital collaborative tools



Source:

[Enabling e-Learning](#)

<http://elearning.tki.org.nz/Teaching/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom>

[View full image \(475 KB\)](#)

Offer students tools such as Google Docs that easily support 24/7 collaboration and timely feedback. Explore built-in and add-on accessibility supports.

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## Give extra time



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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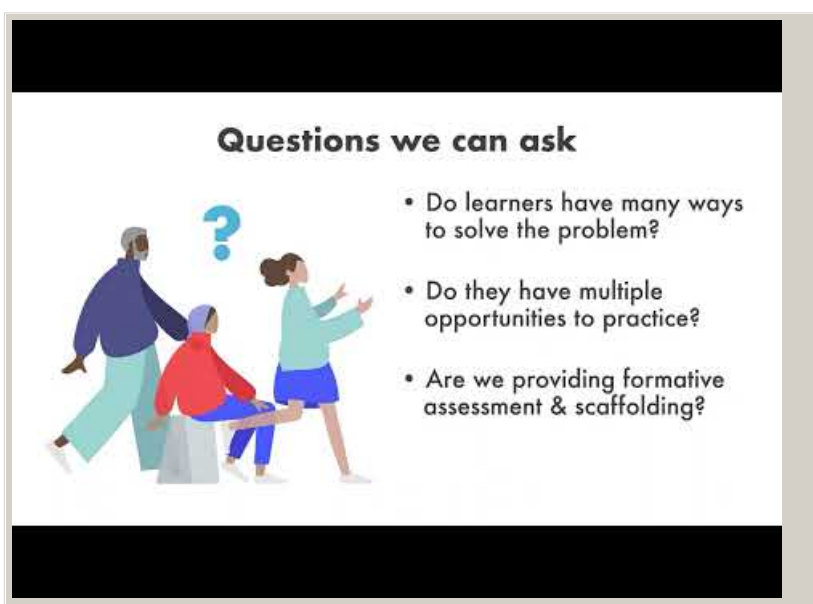
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# Offer options for sharing learning

Provide a range of ways for students to express what they know. Ask students which approaches they would like as regular options.



Video hosted on Youtube <http://youtu.be/CyYFRPnfCuo>

Closed Captions

Source:

UDL: Introduction to multiple means of action and expression  
<https://www.youtube.com/watch?v=CyYFRPnfCuo&t=4s>

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# Minimise barriers

Build these suggestions into your teaching practice.

Offer supports to everyone.

- ✓ Set goals that enable students to demonstrate their understanding through multiple pathways.
- ✓ Offer students a range of options for expression: text, images, voice, video or a combination of media.
- ✓ Ensure that the “means” of showing understanding is not itself a barrier to success.
- ✓ If the “means” are a barrier for some students, use supports such as text-to-speech.
- ✓ Build supports (text-to-speech, online highlighters) into each learning activity and encourage students to select what they need.
- ✓ Encourage students to choose work environments that best suit their needs and the task (wearing noise-cancelling headphones, listening to music, a quiet space, working with a buddy, in a tuakana-teina partnership or in a collaborative group).

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## Support success in assessments

Discuss with learners  
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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## Useful resources



### Digital presentation ideas

This site provides many different innovative ways for learners to present their learning and ideas digitally.

Publisher: The Experiential Learning Depot

[Visit website](#)

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