

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

A suggestion for implementing the strategy  
'Helpful classroom strategies years 9–13' from  
the Guide: [Deaf and hard of hearing](#)

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## **Includes:**

- Utilise digital collaborative tools
- Increase time allowances
- Ways to show what you know
- Minimise barriers to expression
- Support success in assessments

Inclusive Education

From

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

Strategy: [Helpful classroom strategies years 9-13](#)

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Date

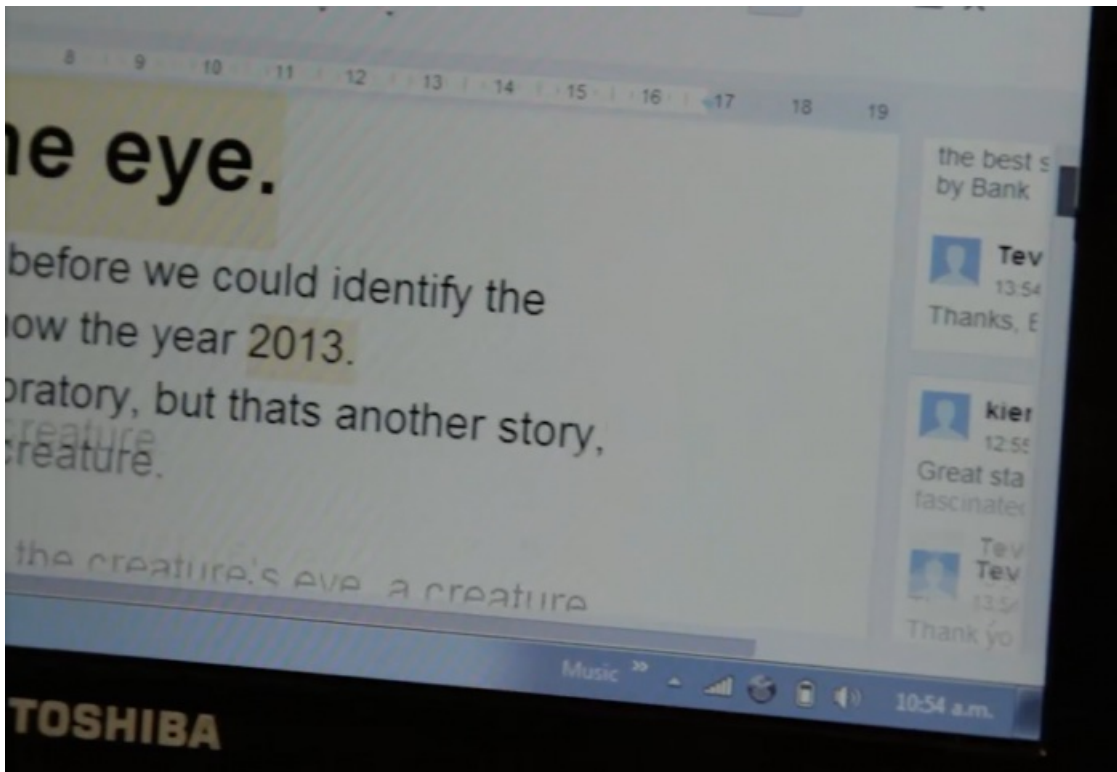
27 August 2025

Link

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

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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.

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# Increase time allowances



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Ways to show what you know

Discuss with students different ways they can demonstrate their learning to meet success criteria. Share exemplars in different media.



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 to expression

Suggestions for minimising barriers and optimising supports for student expression.

- ✓ Where possible, set goals that enable students to demonstrate their understanding through multiple pathways.
- ✓ Offer students a range of options for expression: text, images, voice, video, animation 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 at the outset and encourage students to select what they need.
- ✓ Encourage students to select work environments that best suit their needs and the task (for example, wearing noise-cancelling headphones, listening to music, working in a quiet corner, working with a buddy, in a tuakana-teina partnership or in a collaborative group).

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# Support success in assessments

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

Consider:

- possible barriers hidden in the physical environment, for example: unfamiliar layout of room, lighting, temperature
- possible barriers hidden in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only
- approaches to managing time allocations such as calendar tools and visual timers
- approaches to managing anxiety
- approaches to maintaining concentration
- negotiating breaks and extra time
- use of digital technologies such as text-to-speech and predictive text
- pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions
- identify whether [SAC application](#) needs to be made for NCEA.

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