

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](#)

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](#)

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

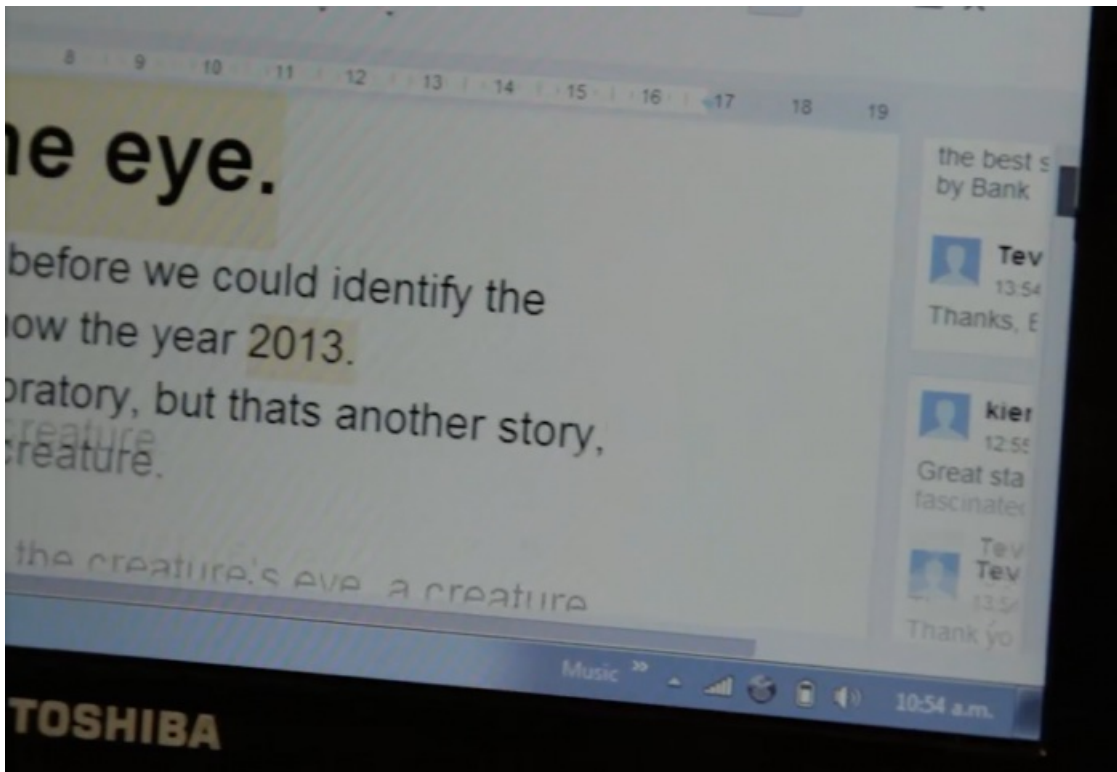
Date

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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>

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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/6TupyBVkR7w>

Closed Captions

Source:

[UDLA LACOE \(YouTube\)](#)

<https://www.youtube.com/@UDLALACOE>

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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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