

# Provide options to create, learn and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 9-13' from the Guide: [Down syndrome and learning](#)

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- Includes:**
- Offer options for sharing learning
  - Personalise learning
  - Utilise technologies to remove barriers
  - Support success in assessments
  - Useful resources

Inclusive Education

From

Guide: [Down syndrome and learning](#)

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

Suggestion: [Provide options to create, learn and share](#)

Date

05 July 2026

Link

[inclusive.tki.org.nz/guides/down-syndrome-and-learning/provide-options-to-create-learn-and-share-2](https://inclusive.tki.org.nz/guides/down-syndrome-and-learning/provide-options-to-create-learn-and-share-2)

## Offer options for sharing learning



Source:

For the Teachers

<https://www.fortheteachers.org/Graphics/ShowWhatYouKnow.pdf>

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# Personalise learning

Provide opportunities for learners to learn in ways that suit their needs and preferences.

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where learners can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with learners the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with learners and present them with clear visual supports.
- ✓ Provide opportunities for learners to gain confidence using a range of media so they can select the most appropriate way to express their learning.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader–writer or assistive technologies to support success in assessments.

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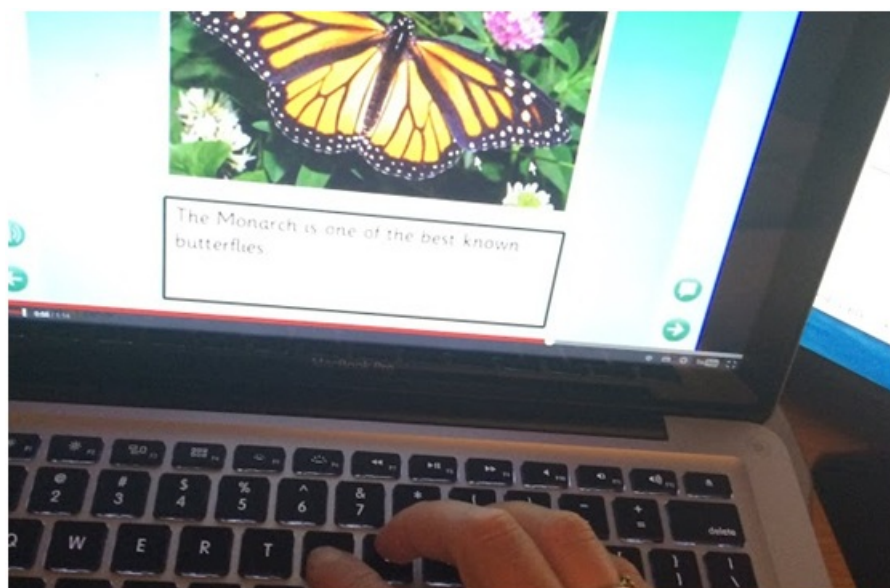
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## Utilise technologies to remove barriers



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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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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## Useful resources



### UDL Curriculum toolkit: Building Flexible, Customizable Learning Environments

This resource was developed to facilitate the creation of flexible UDL instructional materials. The Toolkit software enables any curriculum developer or researcher to design web-based curricula or interventions — from scratch, as well as to retrofit existing curricula into a UDL-supported, scaffolded learning environment for middle and high school students.

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