

# 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
- Enable students to personalise learning
- Utilise technologies to remove barriers
- Support success in assessments
- Useful resources

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From

Guide: [Down syndrome and learning](#)

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

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

Date

06 October 2021

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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# Enable students to personalise learning

Set up the learning space so students can adjust it to suit their needs and preferences.

Make options and supports available to everyone.

- ✓ Create opportunities where students can personalise learning tasks and projects and build on their knowledge, experience, and strengths.
- ✓ Develop success criteria with the students and present them with clear visual supports.
- ✓ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate to express their learning.
- ✓ Make learning support tools (text-to-speech, graphic organisers, planning tools and so on) available for all students.
- ✓ 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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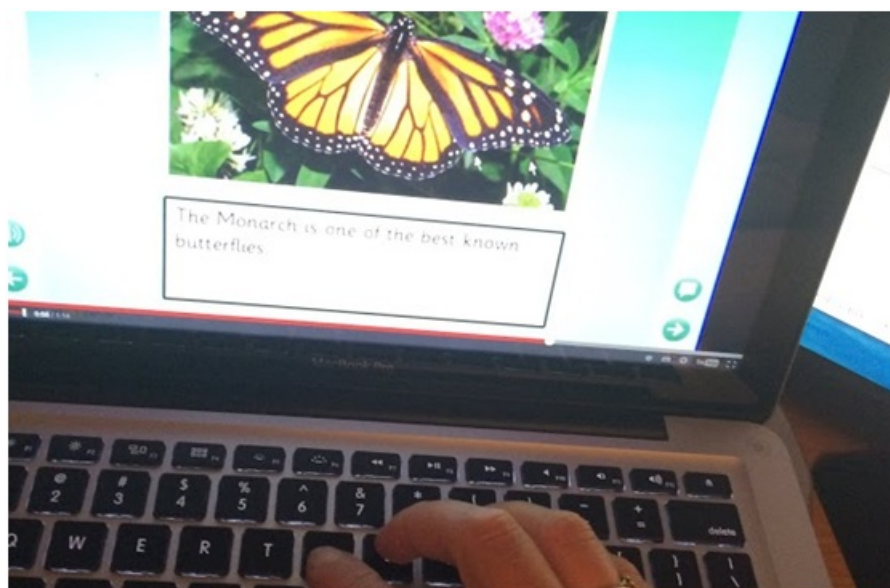
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## Utilise technologies to remove barriers



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:

- ✓ 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

Publisher: CAST

[Visit website](#)

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