MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Support processing and planning

A suggestion for implementing the strategy 'Helpful classroom strategies in years 1–8' from the Guide: Dyslexia and learning

Includes:

Use visual timetables

Support thinking and pattern recognition

Provide paper and time

Support self-management

Encourage mind mapping

Useful resources

Use visual timetables

Linda Ojala uses the same visuals in a range of contexts. They support learners to know what is happening and to organise themselves.

Video hosted on Vimeo http://vimeo.com/100662378
Closed Captions

Source:
Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/showcase/2950799

Support thinking and pattern recognition

Use tools and approaches to help students to recognise patterns, critical features, big ideas, and relationships.

- ✔ Use visuals (graphics, photos, cartoons, pictures) to support text and talk when explaining.
- ✔ Offer 3D virtual and physical models and real objects to help students identify features.
- ✔ Use mind maps, flowcharts, and outlines to help students unpack big ideas and relationships.
- ✔ Give students multiple opportunities to engage with new ideas and concepts.
- ✔ Provide extra time for students to think and process before responding in a discussion.
- ✔ Use mind maps to brainstorm ideas.
- ✔ Support group and class discussions with visual annotations to prompt the recall of key ideas.
- ✔ Make thinking tools and approaches available across all curriculum areas.

Provide paper and time

Children with dyslexia often need to “get their ideas out of their heads” before they can share them.

Video hosted on Youtube http://youtu.be/zAMOJRylQLM
Closed Captions

Source:
Department for Education (UK)
https://www.youtube.com/channel/UC4NkS_w8050U6jw20ksEMxQ

Inclusive Education
From
Guide: Dyslexia and learning
Strategy: Helpful classroom strategies in years 1–8
Suggestion: Support processing and planning
Date
18 September 2025
Link
inclusive.tki.org.nz/guides/dyslexia-and-learning/support-processing-and-planning

Support self-management

Create a predictable environment supported with visuals.

Teach and model how to use planning and scheduling tools effectively.

- ✔ Make visual exemplars of processes.
- ✔ Label key areas of the classroom and resources.
- ✔ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to allow ākonga to predict regular activities, transitions between environments and activities, and changes in discussion topics.
- ✔ Make graphic organisers and flowcharts available to support students to break tasks into chunks and for thinking and planning in all curriculum areas

Encourage mind mapping

Source:
Laurie Sullivan
https://www.flickr.com/photos/32561453@N05/8711384625/in/photolist-egN89D-egTTVS-egN86c-egN8kp-egTTA1-egN8tv-egN8ja-egTTPG-egTTXN-egN88e-egTTUC-egN8eX-egTTyj-egTTHQ-egN8di

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Useful resources

Effective pedagogy for all ākonga

UDL-aligned strategies are instructional methods and tools used by teachers to ensure that all students have an equal opportunity to learn. These guidelines help to select strategies that remove barriers in instruction so that all students can achieve their learning goals.

Publisher: Ministry of Education NZ

Visit website

Explicit instruction: What you need to know

Read time: 10 min

An explanation of how explicit instruction teaches skills or concepts using direct, structured instruction, modelling how to start and succeed on a task and giving ample time to practise – includes practical advice.

Publisher: Understood

Visit website

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