

Provide options to create, learn and share

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

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- Includes:**
- Offer options for sharing learning
 - Personalise learning and assessment
 - Tuakana-teina
 - Offer authentic place based learning
 - Identify Special Assessment Conditions needs
 - Support external assessments

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

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

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

Date

11 June 2026

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y9-13-provide-options-to-create-learn-and-share

Offer options for sharing learning

Provide a range of ways for students to express what they know.

For example, using multimedia, talking books, images, symbols, voice recordings and videos.



Video hosted on Youtube <http://youtu.be/6TupyBVkR7w>

Closed Captions

Source:

[UDLA LACOE](#)

https://youtu.be/6TupyBVkR7w?si=yjXB4e_Krrh9wJzV

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Personalise learning and assessment

Work with ākonga to design learning and assessment programmes to meet their unique needs.

- ✓ Create timelines, expectations and NCEA programmes in collaboration with the student, their whānau and their learning support team.
- ✓ Create opportunities where students can personalise learning tasks and build on their knowledge, experience, and strengths.
- ✓ Intervene rapidly to keep students on track.
- ✓ Identify and minimise barriers to students successfully demonstrating their understanding.
- ✓ Develop success criteria with students and present them supported by visuals.
- ✓ Offer a variety of formats that work for the students, such as mind maps, videos, photos, and diagrams.
- ✓ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate to express their learning.
- ✓ Offer a range of learning support tools, such as, text-to-speech, graphic organisers and planning tools.
- ✓ Use collaborative, peer mentoring, and cooperative learning models.
- ✓ Provide constant and responsive feedback to monitor and maintain progress.

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Tuakana-teina



Source:

[Ngaruawahia High School](#)

<https://www.youtube.com/watch?v=Uy2Y8fGN9Ro>

[View full image \(342 KB\)](#)

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Offer authentic place based learning

Morrinsville College is inspiring students through whakapapa. The cross-curricular Waikato Taniwharau programme connects ākonga to their river, iwi and hapū, with subjects focussed on the natural world.



Video hosted on Youtube <http://youtu.be/Mlw-EteQBlw>

Closed Captions

Source:

[PMEEA New Zealand](#)

<https://youtu.be/Jf-Y-CR2bNo?feature=shared>

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Identify Special Assessment Conditions needs

Identify Special Assessment Conditions needs for NCEA assessments.

- Special Assessment Conditions (SAC) can provide extra help for otherwise capable students to address barriers to achievement in assessments for NCEA or New Zealand Scholarship.
- For example, large unfamiliar group settings might impair performance for students with sensory challenges and concentration difficulties.

[Special Assessment Conditions application](#) – NZQA

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Support external assessments

Support students to successfully show their learning in external assessments.

- ✓ Offer students mock or practice assessments so they know what to expect and can become familiar with formats and assessment environments.
- ✓ Identify possible barriers in the physical environment, for example, unfamiliar room layout, lighting, or temperature.
- ✓ Support time management with visual timers and calendar tools.
- ✓ Teach and practise approaches to managing anxiety, such as mindfulness and positive self-talk, and identify solutions to anticipated problems prior to an assessment.
- ✓ Pre-teach specific assessment or exam skills, such as how to approach multiple choice questions.

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