

# Provide options to create, learn and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 9-13' from the Guide: [Speech, Language and Communication](#)

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## **Includes:**

- Offer a range of materials and supports
- Offer options for sharing learning
- Notice, recognise and respond to ākonga progress
- Personalise assessments
- Identify Special Assessment Conditions needs
- Support external assessments

Inclusive Education

From

Guide: [Speech, Language and Communication](#)

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

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Date

19 June 2026

Link

[inclusive.tki.org.nz/guides/speech-language-and-communication/9-13-provide-options-to-create-learn-and-share](https://inclusive.tki.org.nz/guides/speech-language-and-communication/9-13-provide-options-to-create-learn-and-share)

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## Offer a range of materials and supports

Provide a range of materials and support for students to express what they know in a variety of ways.

- ✓ Create opportunities where students can personalise learning tasks and build on their knowledge, experience and strengths.
- ✓ Develop success criteria with the students and present it clearly supported with visuals.
- ✓ Structure collaborative activities so that each student knows what is expected of them.
- ✓ Create opportunities for students to gain confidence in a range of media so that they can select the most appropriate way to express and share their thinking and learning.
- ✓ Make learning support tools (text-to-speech, graphic organisers, planning tools and so on) available to everyone.
- ✓ Assess understanding and presentation separately.

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# 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=yzpm1sUnPSqQiVcO>

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# Notice, recognise and respond to ākongā progress

Notice ākongā progress in authentic and everyday contexts. Recognise ākongā progress in learning and respond by adapting practice to learning needs.

- ✓ Use everyday classroom observations and conversations to notice learning progress.
- ✓ Use a progressions based approach to recognise achievement and next steps.
- ✓ Respond to learner progress by planning and modifying teaching to meet ākongā needs.
- ✓ Use ‘noticing, recognising and responding’ as a basis for reporting ākongā achievements to parents.
- ✓ Use real time reporting tools to document student learning as it happens and share progress with whānau. For example, use Student Management System parent portals, apps and shared online platforms.
- ✓ Make learning visible. When learning is visible, ākongā know what they need to learn, where they are at with that learning, and what their next learning steps are.
- ✓ Empower ākongā to be active participants in recognising their learning progress. For example, co construct progression and assessment rubrics.

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## Personalise assessments

Discuss with ākonga what support they need to demonstrate their understanding in assessments.

Personalise learning and assessment.

- Create timelines, expectations and NCEA programmes in collaboration with the learner, their whānau and their learning support team.
- Design learning and assessment programmes to meet the unique needs of each ākonga.

Identify assessment formats and digital technologies to accurately measure the learner's learning using their strengths. Options depend on purpose and formal assessment criteria but may include:

- Write using paper and pen
- Write using a keyboard and digital supports such as spell checking and dictionary options
- Write using voice typing
- Create visuals or graphics
- Create multimedia books or slides
- Create videos or animations
- Create audio recordings or podcasts
- Timed, untimed and on demand tests.

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## Identify Special Assessment Conditions needs

Identify whether Special Assessment Conditions are needed 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, a student who uses NZSL may need a reader who can use sign-assisted English.

**Source:**

[Special Assessment Conditions application – NZQA](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/special-assessment-conditions/)  
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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-teaching specific assessment or exam skills, such as how to approach multiple choice questions.

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