

# Use technologies to support learning

A suggestion for implementing the strategy

'Co-design a culturally sustaining environment' from the Guide: [Supporting ākonga Māori](#)

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## **Includes:**

Support literacy skills

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Inclusive Education

From

Guide: [Supporting ākonga Māori](#)

Strategy: [Co-design a culturally sustaining environment](#)

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Date

10 August 2025

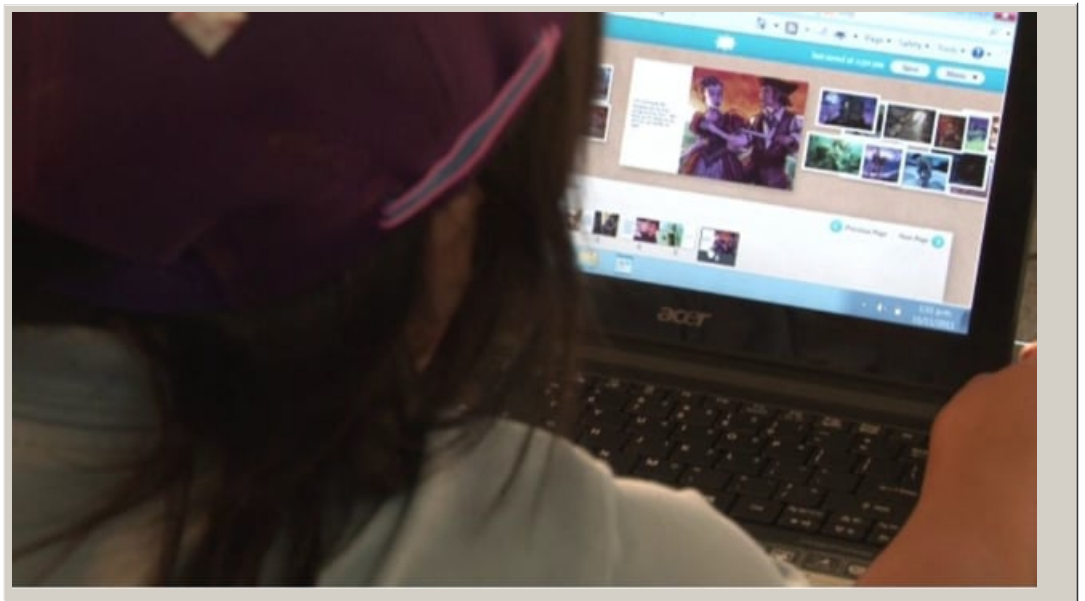
Link

[inclusive.tki.org.nz/guides/supporting-akonga-maori/use-technologies-to-support-learning](http://inclusive.tki.org.nz/guides/supporting-akonga-maori/use-technologies-to-support-learning)

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## Support literacy skills

Susan Lee describes the impact of using [Storybird](#) on literacy development. The tool removes the barrier of handwriting, freeing up ākonga to write.



Video hosted on Vimeo <http://vimeo.com/34540004>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Learning-areas/English/Using-Storybird-to-improve-literacy-skills>

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## Useful technologies

Break writing processes into a number of discrete activities that are done one at a time, and remove barriers by using appropriate technologies.

- ✓ Support ākonga by using speech-to-text so that they can communicate their ideas effectively.
- ✓ Use recording devices to record ideas orally.
- ✓ Use planning tools and mind maps to organise ideas and provide a structure.
- ✓ Use apps, such as [iWordQ](#) to support reading text, word selection, spelling, and grammar.

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## Ideas for improving boys' writing

Anna Swann, from Holy Cross School, explains how using Google docs in class supported learners' writing.



Video hosted on Vimeo <http://vimeo.com/79590041>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](http://elearning.tki.org.nz/Teaching/Curriculum/Learning-areas/English/Improving-boys-writing-using-Google-docs)

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## Take a multi-sensory approach

Offer learners multiple opportunities to build understanding using all their senses.

- ✓ Take a multisensory approach – use real experiences, physical activities, and manipulatable objects to support understanding.
- ✓ Support text and spoken information with photos, graphics, audio, and video.
- ✓ Present digital text rather than printed text, so that ākonga can personalise it (for example, by enlarging it or listening to it).
- ✓ Use blogs, wikis, and online tools such as Moodle to bring together different versions of content in one place (for example, a YouTube video, a graphic, and some text within a webpage).
- ✓ Make instructions, demonstrations, or key content rewindable and accessible 24/7.

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## Share learning using technology

Ākonga from Point England School use technology to learn, and share their movies with the wider community



Video hosted on Youtube <http://youtu.be/D3KeDmhOQ4w>

No captions or transcript

Source:

[Tagata Pasifika \(NZ\)](#)

<https://www.youtube.com/channel/UC3FEVw9ttw-kYZgRMrc7Sow>

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## Useful resources



### Supporting Māori students through ako-e (e-learning)

This published paper outlines culturally appropriate educational frameworks for indigenous people to ensure they are afforded every opportunity to succeed and achieve in educational environments.

Publisher: Mai Journal

[Visit website](#)



### Programmes to ensure a broad technological literacy

This resource provides a series of videos to support planning for digital literacy.

Publisher: Ministry of Education NZ

[Visit website](#)

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