

Provide options to create, learn and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [Deaf and hard of hearing](#)

Includes:

- Utilise digital collaborative tools
 - Give extra time
 - Offer options for sharing learning
 - Minimise barriers
 - Support success in assessments
 - Useful resources
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From

Guide: [Deaf or hard of hearing students and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

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

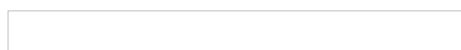
Date

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Link

www.inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-options-to-create-learn-and-share

Utilise digital collaborative tools



Source: [Enabling e-Learning](#)

Source:

[Enabling e-Learning](#)

<http://elearning.tki.org.nz/Teaching/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom>

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Offer students tools such as Google Docs that easily support 24/7 collaboration and timely feedback.

Explore built-in and add-on accessibility supports.

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Give extra time



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Consider reducing the quantity rather than the complexity of the learning.

Ask students what will help.

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Offer options for sharing learning



Source: [For the Teachers](#)

Source:

[For the Teachers](#)

<http://www.fortheteachersblog.org/creative-ways-to-show-what-you-know/#.Uu7WRXe1bGy>

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

Ask students which approaches they would like as regular options.

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Minimise barriers

Build these suggestions into your teaching practice.

Offer supports to everyone.

- ▲▲ Set goals that enable students to demonstrate their understanding through multiple pathways.
- ▲▲ Offer students a range of options for expression: text, images, voice, video or a combination of media.
- ▲▲ Ensure that the “means” of showing understanding is not itself a barrier to success.
- ▲▲ If the “means” are a barrier for some students, use supports such as text-to-speech.
- ▲▲ Build supports (text-to-speech, online highlighters) into each learning activity and encourage students to select what they need.
- ▲▲ Encourage students to choose work environments that best suit their needs and the task (wearing noise-cancelling headphones, listening to music, a quiet space, working with a buddy, in a tuakana-teina partnership or in a collaborative group).

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Support success in assessments

Discuss with students what support they need to demonstrate their understanding in tests and assessments.

Talk about:

- ▲▲ possible barriers created by the physical environment: unfamiliar layout of room, lighting, temperature
- ▲▲ possible barriers created by the design of materials: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only
- ▲▲ ways to manage time allocations such as using visual timers
- ▲▲ negotiating breaks and extra time
- ▲▲ managing anxiety through mindfulness, positive self-talk, and identifying solutions to anticipated problems prior to the assessment
- ▲▲ using digital technologies such as text-to-speech and predictive text
- ▲▲ pre-teaching specific test skills, such as how to approach multiple choice questions.

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Useful resources

Different ways to publish your stories: Using a variety of tools

Publisher: Jacqui Sharp

[Visit website](#)

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