

# Provide support and options for students to create, learn and collaborate

A suggestion for implementing the strategy  
'Helpful classroom strategies years 9–13' from  
the Guide: [Deaf and hard of hearing](#)

- 
- Includes:**
- Utilise digital collaborative tools
  - Increase time allowances
  - Ways to show what you know
  - Minimise barriers to expression
  - Support success in assessments

Inclusive Education

From

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

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

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

Date

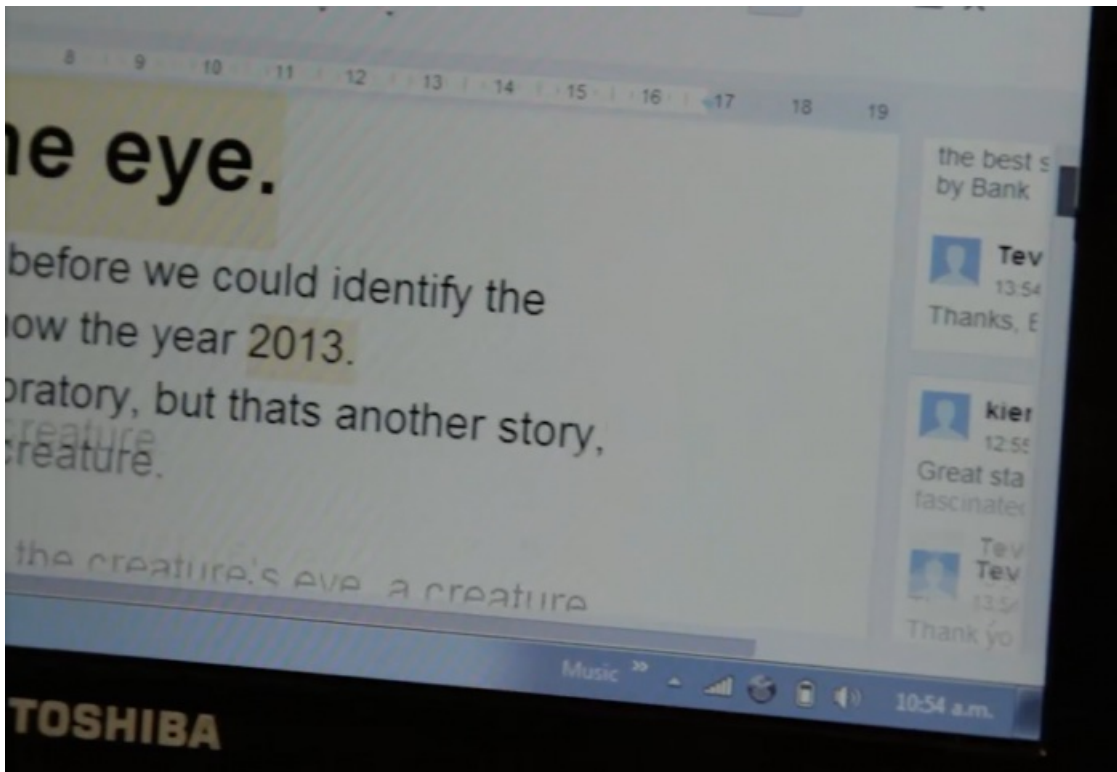
20 April 2024

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate](http://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate)

---

## Utilise digital collaborative tools



Source:

[Enabling e-Learning](#)

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

[View full image \(475 KB\)](#)

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

[Inclusive Education](#)

From

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

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

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

Date

20 April 2024

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate](https://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate)

---

## Increase time allowances



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(6.2 MB\)](#)

## Inclusive Education

From

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

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

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

Date

20 April 2024

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate](https://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate)

---

# Ways to show what you know

Discuss with students different ways they can demonstrate their learning to meet success criteria. Share exemplars in different media.



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

Closed Captions

Source:

[UDLA LACOE \(YouTube\)](#)

<https://www.youtube.com/@UDLALACOE>

Inclusive Education

From

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

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

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

Date

20 April 2024

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate](https://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate)

---

## Minimise barriers to expression

Suggestions for minimising barriers and optimising supports for student expression.

- ✓ Where possible, set goals that enable students to demonstrate their understanding through multiple pathways.
- ✓ Offer students a range of options for expression: text, images, voice, video, animation 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 at the outset and encourage students to select what they need.
- ✓ Encourage students to select work environments that best suit their needs and the task (for example, wearing noise-cancelling headphones, listening to music, working in a quiet corner, working with a buddy, in a tuakana-teina partnership or in a collaborative group).

Inclusive Education

From

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

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

Suggestion: [Provide support and options for students to create, learn and collaborate](#)

Date

20 April 2024

Link

[inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate](https://inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/provide-support-and-options-for-students-to-create-learn-and-collaborate)

---

## Support success in assessments

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

Consider:

- possible barriers hidden in the physical environment, for example: unfamiliar layout of room, lighting, temperature
- possible barriers hidden in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only
- approaches to managing time allocations such as calendar tools and visual timers
- approaches to managing anxiety
- approaches to maintaining concentration
- negotiating breaks and extra time
- use of digital technologies such as text-to-speech and predictive text
- pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions
- identify whether [SAC application](#) needs to be made for NCEA.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.