

# Use flexible teaching approaches

A suggestion for implementing the strategy

'Design learning for all' from the Guide:

[Behaviour and learning](#)

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## **Includes:**

Promote inclusive teaching practices

Develop your vision

Cater for variability

Explore a flipped approach

Use multiple approaches

Flexibility and choice is highly valued

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Design learning for all](#)

Suggestion: [Use flexible teaching approaches](#)

Date

10 June 2026

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/use-flexible-teaching-approaches-pedagogy](http://inclusive.tki.org.nz/guides/behaviour-and-learning/use-flexible-teaching-approaches-pedagogy)

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## Promote inclusive teaching practices

Shelley Moore uses a bowling metaphor to talk about inclusive practices.



Video hosted on Youtube <http://youtu.be/RytUIU8MjIY>

No captions or transcript

Source:

[SSHRC-CRSH \(YouTube\)](#)

<https://youtu.be/RytUIU8MjIY>

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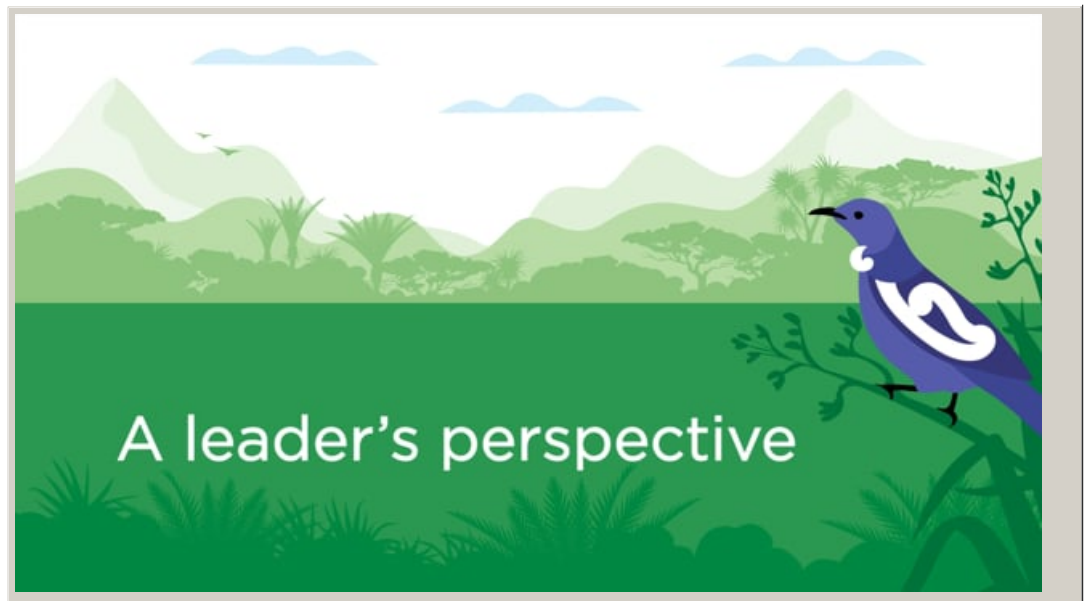
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## Develop your vision

Jo Grant talks about the school's vision and how using the Universal Design for Learning framework helps them achieve equity for all learners.



Video hosted on Vimeo <http://vimeo.com/752789687>

Closed Captions

Source:

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

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# Cater for variability

In any classroom the needs of students are diverse. People are at different stages on their learning pathway, they take different amounts of time to master new skills, they think differently, respond differently and have a range of strengths and needs.

Examples strategies.

Flipped learning

- Offers pre-made or curated learning resources at different levels such as videos, screencasts, tasks and readings. Develop pathways as part of a whole unit or system, not on a day to day basis.

Tutorials or groups focused on learning needs

- Allows a focus on specific needs rather than a whole-class approach where learning is too easy or too hard for some. Smaller groups mean teachers can be more responsive to student needs.

Visible learning and student agency to support individual pathways

- Makes student needs and goals, and progress towards them, highly visible and easily accessible to students and their whānau. Gives students agency to take ownership of their learning.

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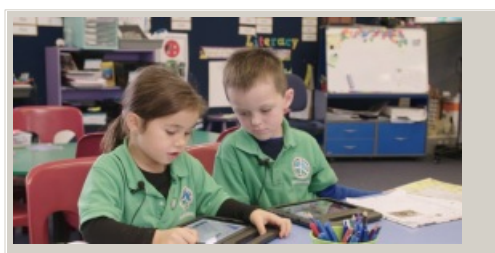
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## Explore a flipped approach

Ashhurst School staff talk about how flipped learning gives them more one-on-one time with students, resulting in greater student independence and writing achievement.

For a secondary example see '[Going Digital](#)' the [Tamaki College Story](#), NZQA



Video hosted on Vimeo <http://vimeo.com/285986746>

Closed Captions

Source:

[Ministry of Education](#)

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## Use multiple approaches

Consider learner variability from the outset.

- ✓ social and collaborative learning
- ✓ student-directed/teacher-directed learning
- ✓ independent learning
- ✓ project work
- ✓ direct instruction.

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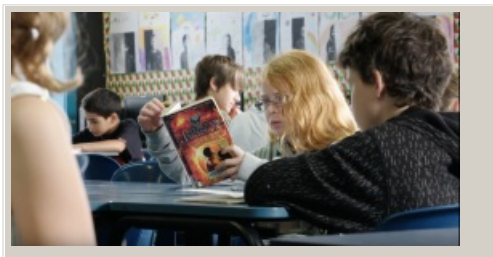
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## Flexibility and choice is highly valued

Learners share why having ownership over learning pathways supports their motivation and engagement in learning.



Video hosted on Vimeo <http://vimeo.com/220718788>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)  
<https://vimeo.com/album/2950799>

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