

# Explore approaches for students years 1-8

A suggestion for implementing the strategy 'Utilise differentiation and adaption approaches' from the Guide: [Curriculum accessibility](#)

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**Includes:**

- Consider areas to differentiate
- Match resources to interests
- Reflection questions
- Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Utilise differentiation and adaption approaches](#)

Suggestion: [Explore approaches for students years 1-8](#)

Date

17 June 2026

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/strategies-and-examples-for-students-in-years-16](https://inclusive.tki.org.nz/guides/curriculum-accessibility/strategies-and-examples-for-students-in-years-16)

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## Consider areas to differentiate

Areas where adaptations and differentiations might be needed.

- ✓ The amount of work or size of projects may need to be altered.
- ✓ Encouragement to complete work in small, manageable chunks. Students beginning a big project may need help organising an individual plan for completing it.
- ✓ Smaller projects with a gradual work up toward larger ones (for students who tire easily).
- ✓ More time to complete in-class tasks.
- ✓ Support for managing perfectionism, for example, being too fussy and not completing tasks on time.
- ✓ Flexible time schedules. Make assignments due over the course of several days or even weeks. Provide a time range during which an assignment may be submitted.

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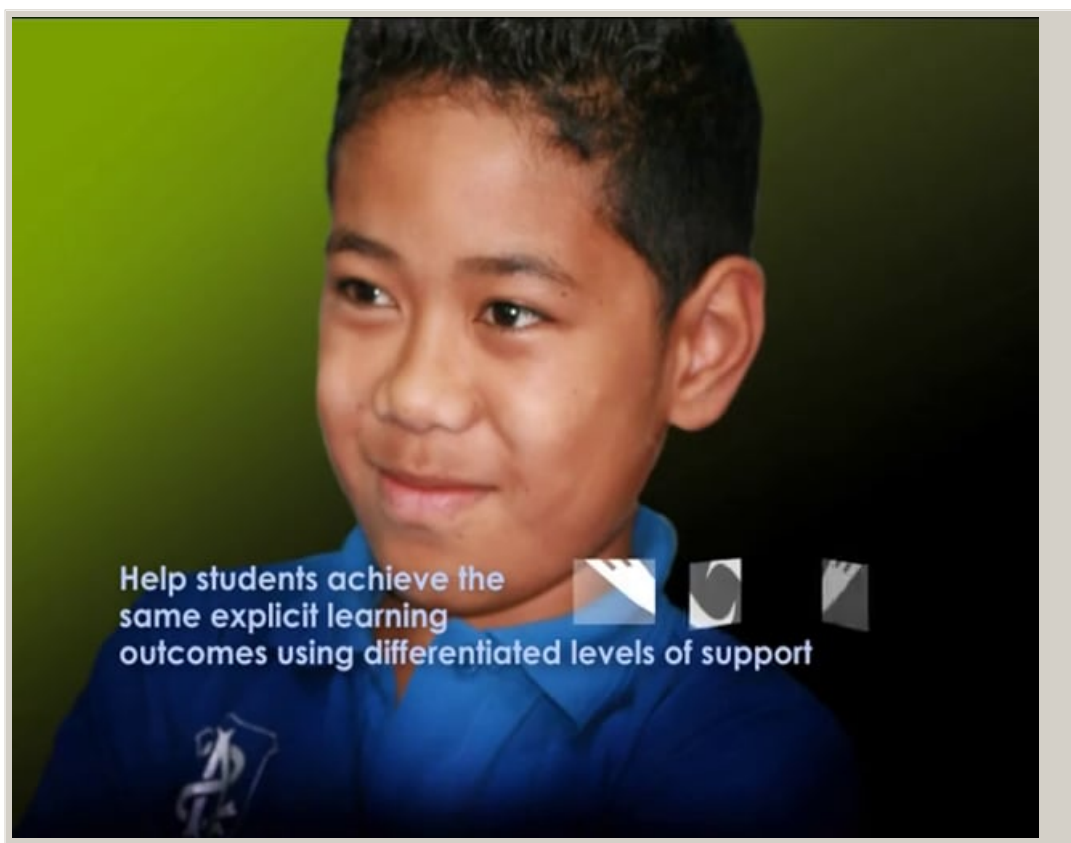
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## Match resources to interests

A classroom teacher describes how she selects resources matched to students' experiences and interests.



Video hosted on Vimeo <http://vimeo.com/97274234>

Closed Captions

Source:

[ESOL Online \(NZ\)](#)

<http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3>

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## Reflection questions

When you adapt or differentiate the curriculum, be careful that you do not unnecessarily simplify it. You could be depriving students of the opportunity to achieve the same learning outcomes as their peers.

When planning a unit of work, some teachers find it helpful to ask:

- Do I need to make any adjustments at all?
- Would technology help some/all students?
- Do some students need material presented differently?
- Should some students present their work differently?
- Will all students be assessed in the same way?
- Will some students need additional or different goals?

Some students with a disability will not need any adaptations because of their disability. However, like other students they may require adaptations for other reasons such as they haven't caught on to decimals or they need support developing friendships.

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## Useful resources



### What is differentiated instruction and why?

This booklet provides helpful information on ways in which teachers can structure differentiation in the planning and teaching.

Publisher: Association for Supervision and Curriculum Development. (ASCD)

[Visit website](#)



### Differentiation and adaptation

Information and examples supporting teachers with planning, developing, and reviewing the classroom curriculum to meet the needs of all learners.

[Visit website](#)



### Reading Rockets - Differentiated instruction for reading

This site offers guidance for teachers on differentiated instruction within reading programmes.

Publisher: Reading Rockets

[Visit website](#)

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