

# 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

24 May 2024

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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## 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



### 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](#)



### Introduction to differentiation and adaptation of the classroom curriculum and school environment worksheet

Worksheet from Ministry of Education workshops on adaptations and differentiations. Worksheet includes useful template for identifying adaptations and differentiations.

[Download](#) PDF (5.9 MB)



### Students with disabilities in mainstream classrooms: A resource for teachers

Read time: 60 min

This booklet, from the Australian Department of Education, Employment and Workplace Relations, provides practical information and strategies for teachers.

Publisher: Australian Government Department of Education

[Download](#) PDF (1.2 MB)

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