

# Explore approaches for students years 9-13

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

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## **Includes:**

- Consider how to differentiate
- Differentiation at Otorohanga College
- Differentiation at Tamaki College
- Reflection questions
- Useful resources

## Inclusive Education

From

Guide: [Curriculum accessibility](#)

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

Suggestion: [Explore approaches for students years 9-13](#)

Date

06 June 2026

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/strategies-and-examples-for-students-in-years-7-13](https://inclusive.tki.org.nz/guides/curriculum-accessibility/strategies-and-examples-for-students-in-years-7-13)

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# Consider how to differentiate

Reflect on what support will enable students to be successful.

Ask students what will help.

- ✓ Altering the amount of work or size of projects.
- ✓ Encouragement to complete work in small, manageable chunks. Students beginning a big project may need help organising an individual plan for completing it.
- ✓ Planning smaller projects with a gradual work up toward larger ones (for students who tire easily).
- ✓ Allowing more time to complete in-class tasks.
- ✓ Supporting students to manage perfectionism, for example, their being too fussy and not completing tasks on time.
- ✓ Creating 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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## Differentiation at Otorohanga College

A student (Brad) describes how teaching and learning is designed with his specific learning needs in mind as he navigates NCEA level 3 at Otorohanga College.



Video hosted on Vimeo <http://vimeo.com/225190622>

[View transcript](#)

Source:

[Differentiation at Otorohanga College](#)

<https://vimeo.com/showcase/2950799/video/225190622>

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## Differentiation at Tamaki College

The impact of one-to-one technologies on differentiation.



Video hosted on Vimeo <http://vimeo.com/113065070>

No captions or transcript

Source:

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

<https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/School-stories-and-inspiration/Tamaki-College-s-approach-to-differentiation/English-HoD-reflection-overview>

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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



### Collaboration for Success: Individual Education Plans

A resource for anyone involved in developing or implementing individual education plans (IEPs) to support student learning and well being. Māori-medium schools may adopt different pathways, in accordance with their kaupapa. However, many of the principles, especially "collaboration", are likely to be relevant.

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