

Inclusive Education

From

Guide: [Curriculum accessibility](#)

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

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

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Link

www.inclusive.tki.org.nz/guides/curriculum-accessibility/strategies-and-examples-for-students-in-years-16

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 have no friends.

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