D Differentiation & Inclusion

6 questions

Q18 How do you plan for diverse learning needs?

Q19 Describe a time you adjusted instruction for a student requiring support.

Q20 Describe a time you extended learning for highly capable students.

Q21 How do you ensure all students can access learning successfully?

Q22 Tell us about your experience supporting students with disability, Aboriginal and Torres Strait Islander students, and students from culturally diverse backgrounds.

Q23 How have you promoted cultural safety and inclusion?

Use the guidance below for all of these questions.

THE PANEL IS LOOKING FOR

Differentiation · Inclusion · Equity · Cultural responsiveness

STRONG ANSWERS MIGHT INCLUDE

- ✓ Learning adjustments
- ✓ EAL support
- ✓ Extension tasks
- ✓ Universal Design for Learning
- ✓ Student voice
- ✓ Collaboration with support staff
- ✓ Respectful classroom practices

Model answer

Adapt it to your own experience. Don't memorise it.

"Describe a time you adjusted instruction for a student requiring support."

On placement I taught a Year 7 student with a reading difficulty who was becoming frustrated in History lessons that relied on dense source texts. After talking with the learning support officer and checking his learning plan, I provided the same sources with key vocabulary pre-taught, audio versions and a graphic organiser. Importantly, the thinking task stayed the same as everyone else's, so the challenge was maintained. He began contributing to discussions and completed his source analysis on time for the first time that term. The experience reinforced for me that adjustments should remove barriers to access, not lower expectations, and that collaborating with support staff early makes a huge difference.

AVOID Describing adjustments that lower expectations. Show how you kept the challenge.

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