

The Adaptive Dimension in Core Curriculum Saskatchewan Education – 1992

“The Adaptive Dimension refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student.” p. 1

The Adaptive Dimension is based on an appreciation of the individual differences of the students and the need to provide for those differences. It recognizes that students have different levels of aptitude, achievement, interest, motivation, need and ability.

“*The Adaptive Dimension in Core Curriculum* recognizes that classroom teachers have both the right and the responsibility to adapt the learning experiences so that students may benefit more fully from instruction. To do so, they require the freedom to select appropriate curriculum content, choose effective methods of instruction, structure the learning environment, and evaluate student learning. One of the main purposes of this document is to provide authorization as well as direction to teachers as they strive to ensure that the diverse needs of students are met within the context of Saskatchewan’s core Curriculum”. p. 6

The goal is to make the **curriculum content, instructional practices,** and the **learning environment** meaningful and appropriate for each student. Adaptation of these three variables is suggested as an appropriate response to managing the challenges associated with maximizing student learning. The adaptive dimension is an essential part of all approved educational programs. It works within the approved curriculum and foundational objectives are not modified.

The teacher is the decision-maker regarding adaptations. The teacher has the knowledge and the skills to make the appropriate adaptations to meet the needs of a diverse student population and the decisions about adaptations are best made by the professionals who work with students on a daily basis. Teachers have the right and the responsibility to make the adaptations to enable students to benefit more fully from instruction. The teacher is expected to assess, plan, and facilitate the appropriate learning experiences for students.

The adaptive dimension enables the teacher to:

1. provide background knowledge or experience for a student when it is lacking
2. provide program enrichment and/or extension when it is needed
3. enhance student success and reduce the possibility of failure
4. address students’ cultural needs
5. accommodate community needs
6. increase curriculum relevance for students
7. lessen discrepancy between student ability and achievement
8. provide variety in the learning materials including community resources
9. maximize the student’s potential for learning

The Adaptive Dimension in Core Curriculum, 1992, p. 1