Name of Strategy:	Enabling and extending prompts
Organising Element: Pedagogy	Differentiation

Purpose of Strategy

Enabling and extending prompts should be developed deliberately by the teacher in order to differentiate the curriculum for less able and highly able learners.

An enabling prompt is defined as a support offered to students who experience difficulty in a mixed ability mathematics classroom. An extending prompt is a supplementary question or provocation for students (in the same classroom) who have easily demonstrated mastery of the core learning. (Sullivan et al, 2006)

Description of Strategy

In order to make mathematical teaching more inclusive the teacher, treats the class as a learning community making the learning process explicit.
The teacher poses tasks that are challenging for the class but plans enabling prompts that assist those students experiencing difficulty to engage with a variation to the original task, with the intention that they will work on the original task subsequently. The teacher also plans extending prompts to further challenge those students who have completed the original task.

Teaching Example	**Year level**: Upper Primary

Sullivan et al, 2011 offers the following example.

Core task:
Five people went fishing. The mean number of fish caught was 3 and the median number of fish caught was 2.

Question: How many fish might each person have caught?

Enabling prompts /tasks:

- Here are some ‘fish’ and some ‘people’. (The intention is to offer a physical representation of the problem that reduces the problem complexity by one step, but does not reduce the need for students to solve the problem for themselves.)
- Work on this problem: ‘Five people went fishing. The mean number of fish caught was 3. How many fish might each person have caught?’
- Work on this problem: ‘Five people went fishing. Together they caught 15 fish. How many fish might each person have caught?’

Extending prompts / tasks:

- How many different answers are possible?
- What if the mode number of the fish caught was 1?
- If only four people were fishing, what difference would that make to the mean?

Reference:

Sullivan, P. (2011). *Teaching mathematics using research-informed strategies*, Victoria, ACER

Sullivan, P., Mousley, J., & Zevenbergen, R. (2006). *Developing guidelines for teachers helping students experiencing difficulty in learning mathematics*. In P. Grootenboer, R. Zevenbergen & M. Chinnappan (Eds.), *Identities, cultures and learning space*. Proceedings of the 29th annual conference of the Mathematics Education Research Group of Australasia