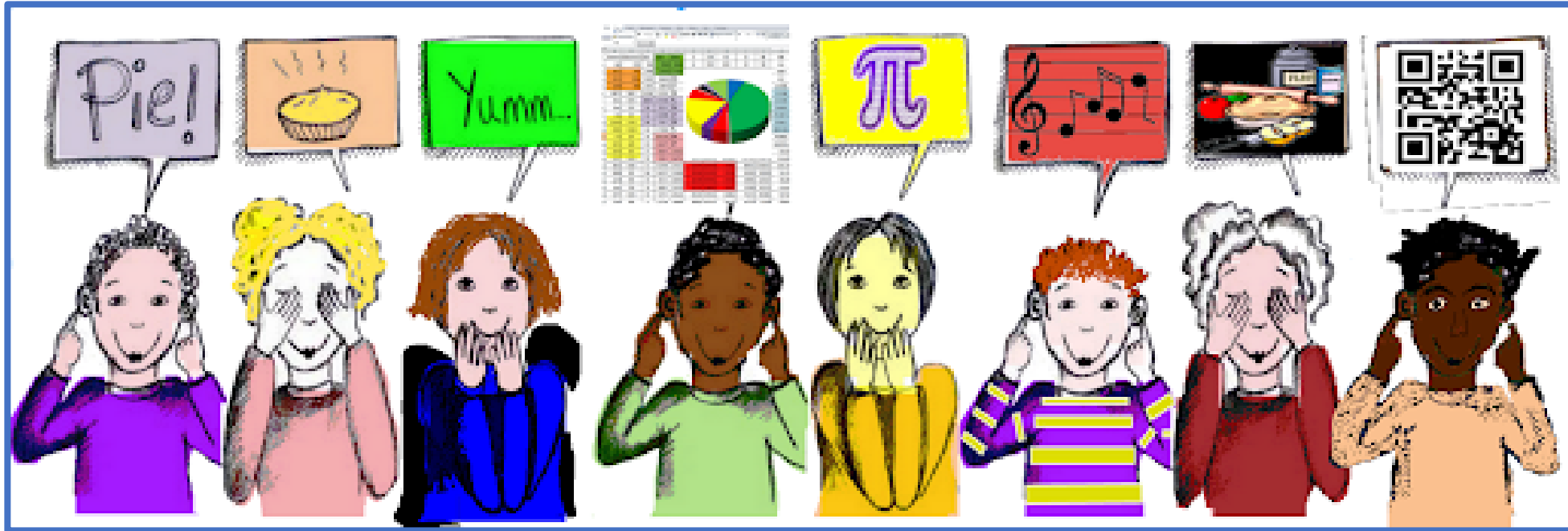




ECAD6008: Day 7 - Differentiation

What is differentiation?



What do you
already know
about
differentiation?
What do you
want to know?

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned



Who is in your class?

Differentiation

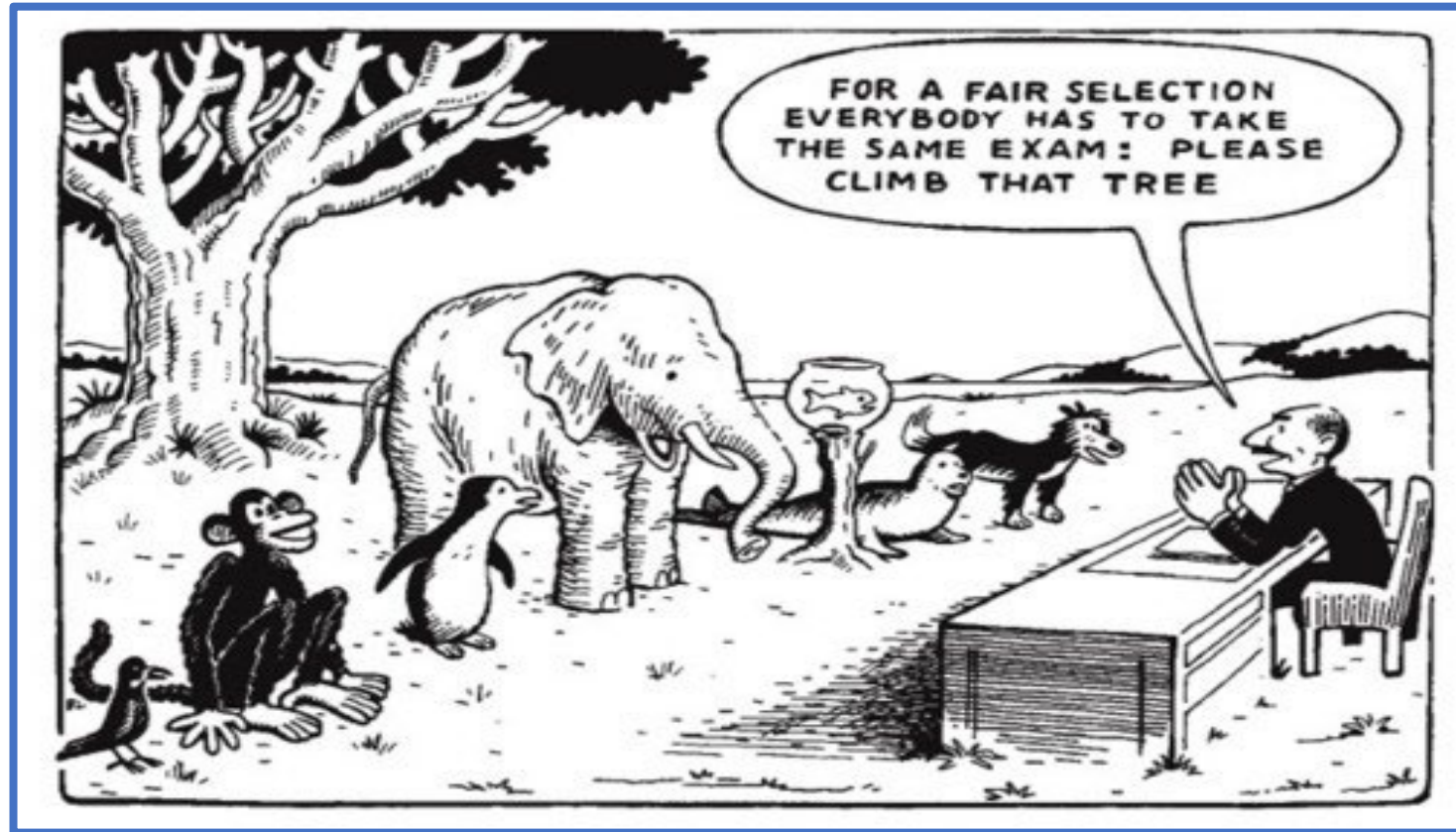
One size fits all?





DIFFERENTIATION GWAHANIAETHU

Why differentiate?



Refining teaching... towards sustained highly-effective practice

Differentiation

Sustained highly-effective practice descriptor:

Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.

Induction descriptor:

Learning materials and experiences are used to provide appropriate challenge to every learner.

QTS descriptor

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

PLP



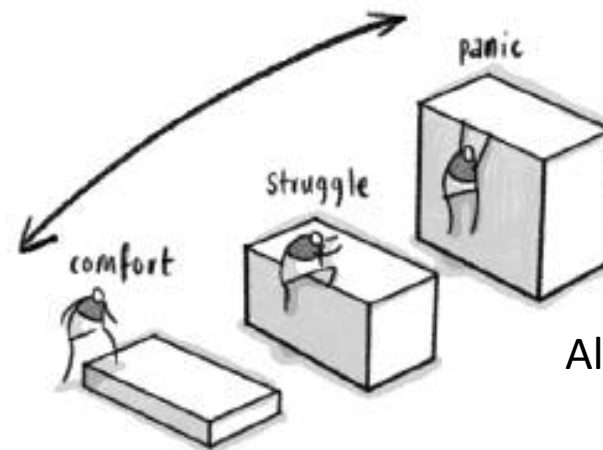
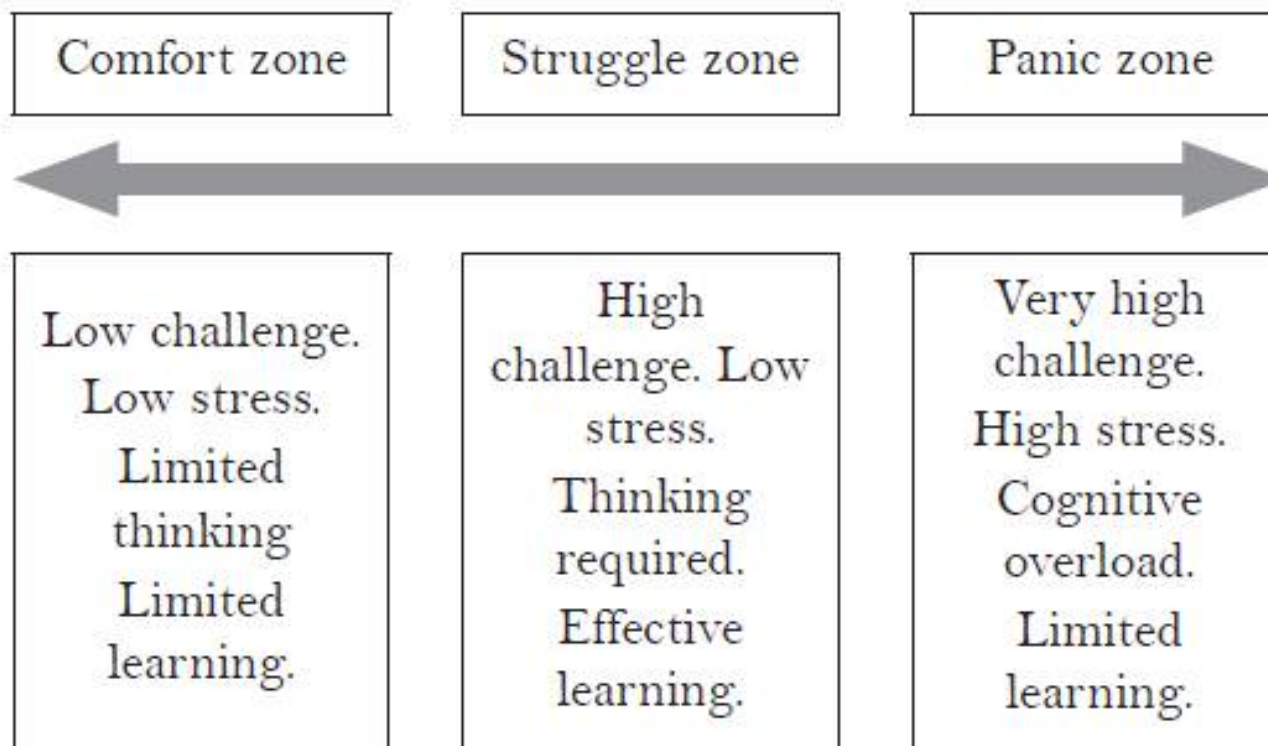
Making every lesson count



*Six principles to support great
teaching and learning*

Shaun Allison and Andy Tharby

Foreword by Doug Lemov



Allison and Tharby (2015)

BUSTING MYTHS

- Differentiation will be obvious in every lesson
- You need some, most, all learning objectives
- Pupils should all be doing different tasks matched to their ability (at times 30+ pupils)
- Differentiation means giving every pupil work they can do

‘...our job, then, is to respond to and support students during lessons and over weeks, months and years, so that they all strive to reach, or in some cases surpass, this common goal. In doing so, **differentiation** will lie in the skilfulness of our response to the anticipated and unanticipated difficulties that our students will encounter along the way. This can only work effectively if we **understand the individual students** we are teaching, we have a **deep knowledge of subject content** and we **know which parts of our subject students tend to find difficult**’

Allison and Tharby (2015: 18)

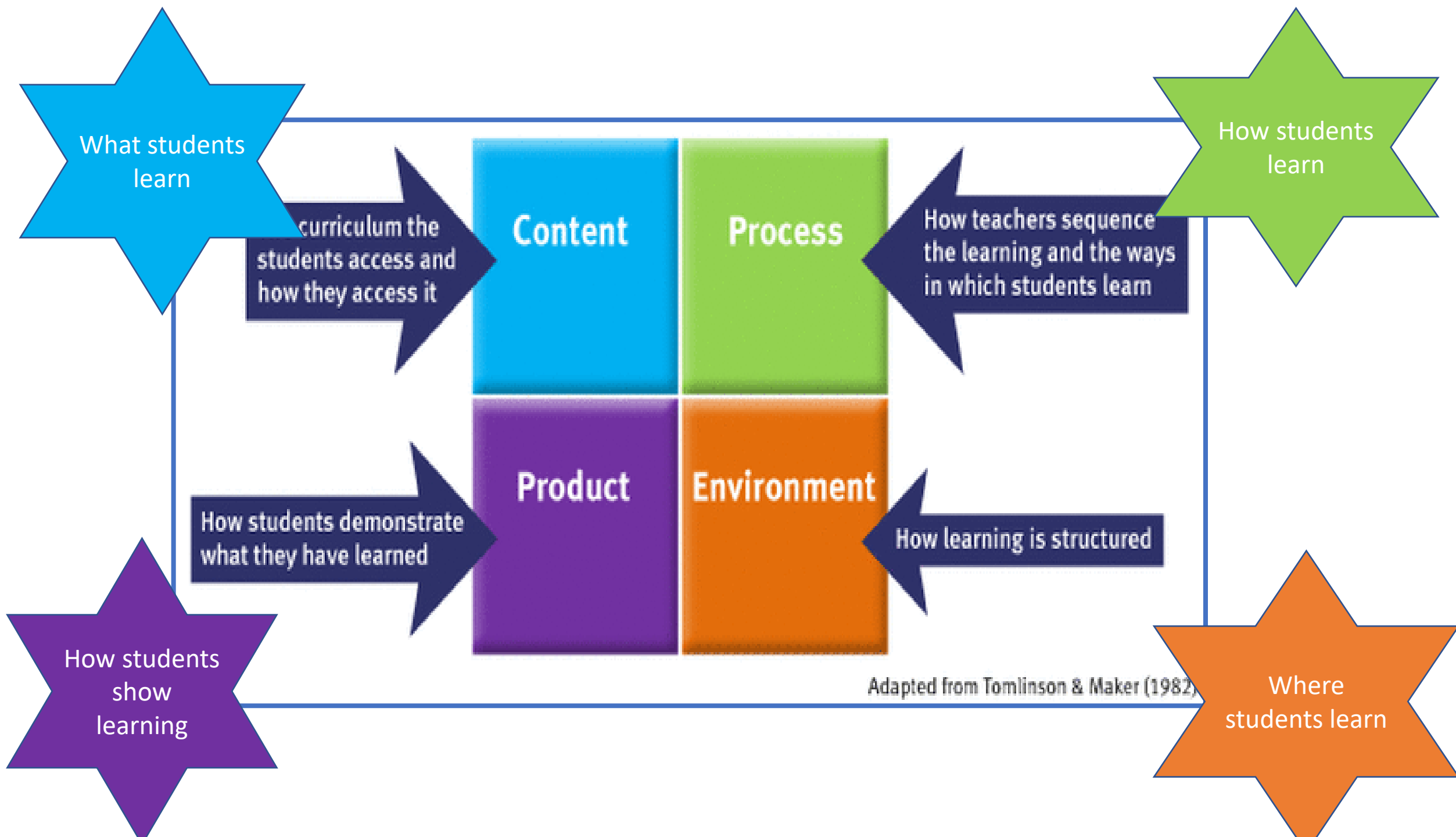
Teachers can differentiate



According to



Student characteristics



Differentiation

"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike."

Carol Ann Tomlinson

①

Content

What is to be learned



- Learner outcomes based off standards
- Student need and progress informed by formative assessment
- Student interests
- Varied resources/texts
- Build on student strengths
- Teach strategies for areas of deficiency

②

Process

How students acquire information



- Curriculum compacting
- Scaffolding
- Gradation of skills proficiency
- Flexible grouping & pacing
- Multiple learning tools offered
- Effective questioning
- Variety of instructional strategies

③

Product

How students demonstrate learning



- Academic and affective needs addressed
- Learner style considered
- Authentic activities & assessment
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

④

Learning Environment

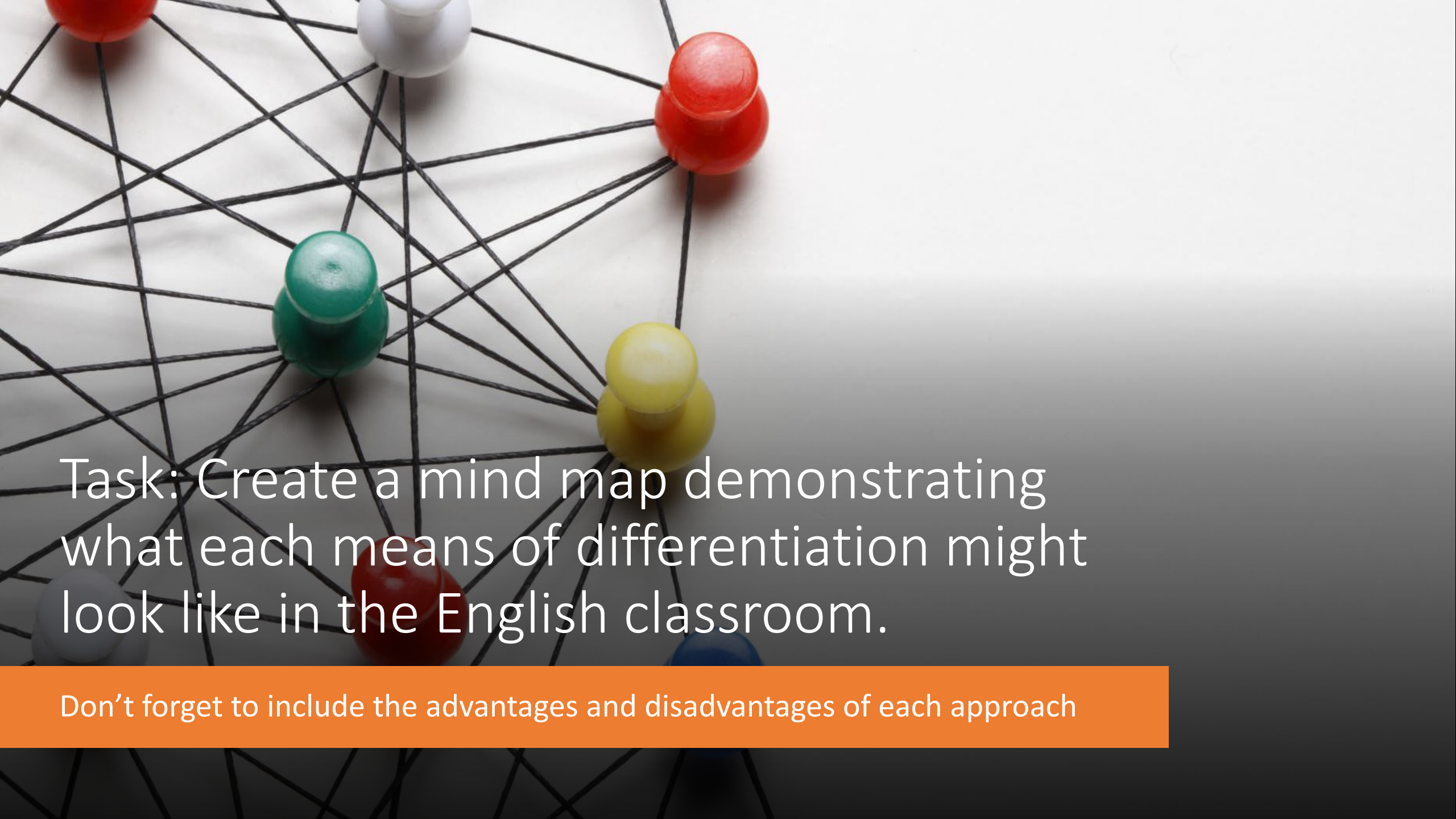
Where and with whom students learn



- Room arrangements
- Learner Responsibility
- Expand walls of classroom
- Student interaction
- Student ownership

Created by: Lisa Westman
@lisa_westman



A network diagram is shown on a white background. It consists of several colored pushpins (red, white, green, yellow, and blue) connected by a web of black lines. The lines form a complex, interconnected pattern, resembling a mind map or a network graph. The pushpins are of different colors: red, white, green, yellow, and blue. The lines are black and connect the pushpins in a non-linear fashion, creating a dense web of connections. The text is overlaid on the lower part of the image.

Task: Create a mind map demonstrating what each means of differentiation might look like in the English classroom.

Don't forget to include the advantages and disadvantages of each approach



rsc.org.uk/learningzone

Pick a scene!



Task:

Consider the research findings, and exemplars of differentiated tasks on RSC's website, and create a resource that could be used to differentiate the learning for pupils studying Shakespeare. I won't be more prescriptive than that – be creative!



K-W-L Chart

Topic: _____

What I Know

What I Want to Know

What I Learned



Any questions?
