Differentiation In The Classroom

**Product**

- Giving students a choice of how to present their understanding of content. This could be written, visual or multimodal.
- Students choose to work alone or in a group to work on final products.
- Open ended tasks to allow students to work at their own level and extend their learning.
- Developing student rubrics, guidelines or checklists to ensure they are aware of teacher expectations for the final product.
- Teacher’s high expectation of each student’s achievement based on their learning journey.
- Games and activities for students to practise and master skills independently.

**Environment**

- Table arrangements - areas for group work and areas for independent work.
- Encouraging peer tutoring when students are engaged in differentiated learning activities.
- Visual cues and timetables to cater for different learning styles and needs.
- Allowing students the opportunity to explore concepts in a natural environment outside of the classroom.
- Creating a chill out zone in the classroom to enable students to engage in lessons and achieve improved learning outcomes.
- Cluster markers displayed in the classroom to encourage students to be responsible for their learning.
- Allowing students the opportunity to move around the classroom when working.
- Designated reading areas with colourful cushions, comfortable furniture and levelled book tubs.
What is Differentiation?

- Catering for each individual’s social, emotional, physical and academic abilities. A holistic approach to teaching each child. ~ Year 2 Teacher

- The ability to connect to individual students’ learning needs through the variation and presentation of information whether it be using a certain framework, praxis or pedagogy ~ Year 1 Teacher

- Making adjustments to the delivery the curriculum according to learning needs and styles of my class, enabling each student to achieve to their maximum potential. ~ Kindergarten Teacher

- Providing a wide variety of teaching and learning activities and assessments for different student achievement levels and/or different styles of learners. ~ Year 3 Teacher

- Providing opportunities for every student to achieve at the outcomes that they are at. This will include making reasonable adjustments to the class program to ensure learning occurs for all students. ~ Learning Support Teacher

- Creating teaching and learning opportunities that are student led and interesting. We work towards achieving outcomes using a variety of strategies and learning experiences. ~ Year 5/6 Teacher

Differentiation In The Classroom

Content

- Fluid ability groupings for literacy and numeracy activities
- Experiences catering to different learning styles and multiple intelligences
- Individual Education Plans, Personalised Learning Plans
- Open ended questioning techniques
- Recognising students strengths and weaknesses based on assessment and anecdotal evidence
- Detailed and guided instruction to begin, allowing competent students the opportunity to explore concepts independently to extend their learning
- Support/Extension programs including: Reading Recovery, Catch Up Literacy, MultiLit, Reading Freedom, Peer Tutoring and Enrichment Maths
- Language, learning and literacy (L3) instruction and activities
- Identifying students’ instructional level using assessment, observation and PLAN data

Process

- Using a range of activities so that students are given multiple opportunities to explore concepts eg. learning centres in mathematics
- Scaffolding, teacher support, templates, peer mentoring
- Cater to student interests— allowing students choice
- Providing students with a learning sequence so that they may work at their own pace, and know where to next
- Opportunities for small group or individual work, allowing students the opportunity to choose who they work with
- Developing personal goals and agendas for students to take ownership of their learning— encouraging independence
- Allowing students the opportunity to use and utilise concrete materials in the classroom