

DIFFERENTIATED CLASSROOM LEARNING

Differentiated learning is a pedagogical approach that identifies and monitors the individual needs of students and matches these with ways of teaching. It focuses on HOW something is taught and centres the learner as pivotal in all classroom activity. Teachers are aware of their students' diverse backgrounds and know that they are academically, culturally, linguistically, economically, socially and motivationally diverse. To maximise student outcomes, teachers consider this diversity when designing educational programs to cater for individual needs.

Please refer to the Policy "Curriculum Provision to students with disability" and also PCRSS policy document for Inclusive Education. These documents highlights the process at identifying and managing students at PCRSS Refer to *G:\Coredata\Common\Administration\Policies\InclusiveEducation* and also refer to "Curriculum provision for student with Diverse Learning needs"

<http://education.qld.gov.au/curriculum/framework/p-12/docs/policy-diverse-needs.pdf>

Teacher practice

Classroom teachers in their day-to-day teaching acknowledge that the particular learning needs of individual children are the starting place to consider differentiated learning. To ascertain these learning needs, teachers monitor the progress of their students to see where they are at within a particular learning task. Teachers can monitor this progress through identifying:

- difficulties students might be having with the content,
- skills and processes
- student strengths and their levels of readiness
- students' interests and motivations
- the ways students learn.

This monitoring then informs classroom teaching and learning activities so that each individual student's learning needs, including high-achieving students, can be catered for.

Suggestions for differentiating learning needs

Dimensions	Planning considerations
Our students	<ul style="list-style-type: none"> • What do my students already know about what I am about to teach? • What learning difficulties and misunderstandings do I anticipate my students might have with what I am about to teach? • What constitutes my students' backgrounds? How will I harness these to maximise student outcomes? • How will I design the learning experiences to include all my students, including social support?
Curriculum intent	<ul style="list-style-type: none"> • Does my planning present and represent the curriculum so that all students have access to the same content? • Does my planning provide opportunities for students to have different entry points, learning tasks and outcomes that are tailored to their individual needs?
Assessment	<ul style="list-style-type: none"> • Does the assessment provide opportunities and mediums through which students can demonstrate learnings? • Have I scaffolded their learning in ways that are responsive to their own particular needs so that assessments are achievable? • Does my assessment accommodate the learning goals of each and every student for this particular unit of work?
Teaching and learning sequence	<ul style="list-style-type: none"> • Will the learning experiences engage, challenge and extend all my students despite their diverse backgrounds, characteristics and needs? • Do the learning experiences provide students with different opportunities to acquire the content, processes and skills? • Have I incorporated flexible learning experiences e.g. a variety of activities and learning tasks; representation of curriculum in different contexts; individual, group and whole-of-class instructional modes; and multimodal assessment? • How will I adjust my teaching in response to the progress students are/are not making?
Making Judgements	<ul style="list-style-type: none"> • Are the task-specific assessable elements aligned with what I intended to assess and what I intended students to learn? • Am I consistently using the evidence in student work to make judgments against the nominated assessable elements?
Feedback	<ul style="list-style-type: none"> • Does my feedback-reflection-action loop explicitly focus on individual progress and differences in students? • Do I use information gained through continuous and formative assessment processes to modify my teaching and to plan the learning activities appropriate to my students? • Does my feedback process provide information to students and their parents/care givers about particular student learning needs?

Please note:

There is an expectation at PCRSS that **documentation** of differentiation practices will occur at the unit level and will be collaboratively planned with your support teacher (IEC/ ST L&N) and recorded in OneSchool or equivalent or in teacher's planning.

The school had adopted the following differentiation planner/ template as an agreed, consistent format to be used by all teachers. Please see the sample on the next page for guidance on how to use the planner for purposeful unit level planning for differentiation. A blank template and suggestions are available in

G:\Coredata\Curriculum\2013_Curriculum_Overview

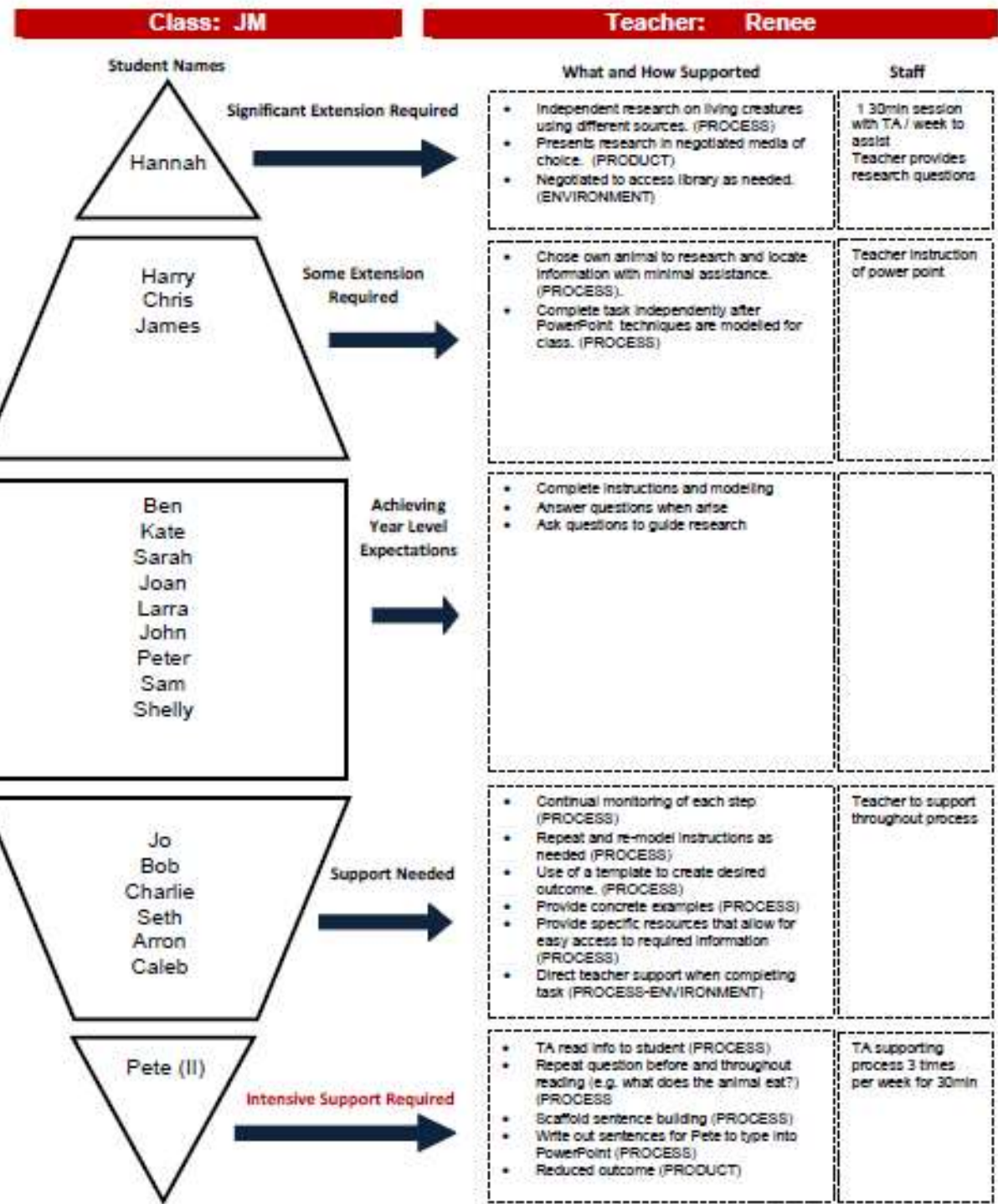
There is an understanding that differentiation will occur daily in all classrooms as units are changed, tweaked, extended and adapted to suit the needs of all learners within the classroom but that extensive daily documentation of differentiation is not required.

Please refer to the PCRSS Gifted & Talented Policy when identifying students who need further enrichment. *G:\Coredata\Common\Administration\Policies\Gifted & Talented*

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Class Differentiation – Science – Term 2 Unit 3 Living Things



BLOOM'S REVISED TAXONOMY

Higher-order thinking

