



Making a Difference Through Differentiation...

from Policy to Process

Differentiation Mantra

- ❖ Know your students
- ❖ Know your curriculum intent
- ❖ Vary your pathways

2011 - School audit identified:

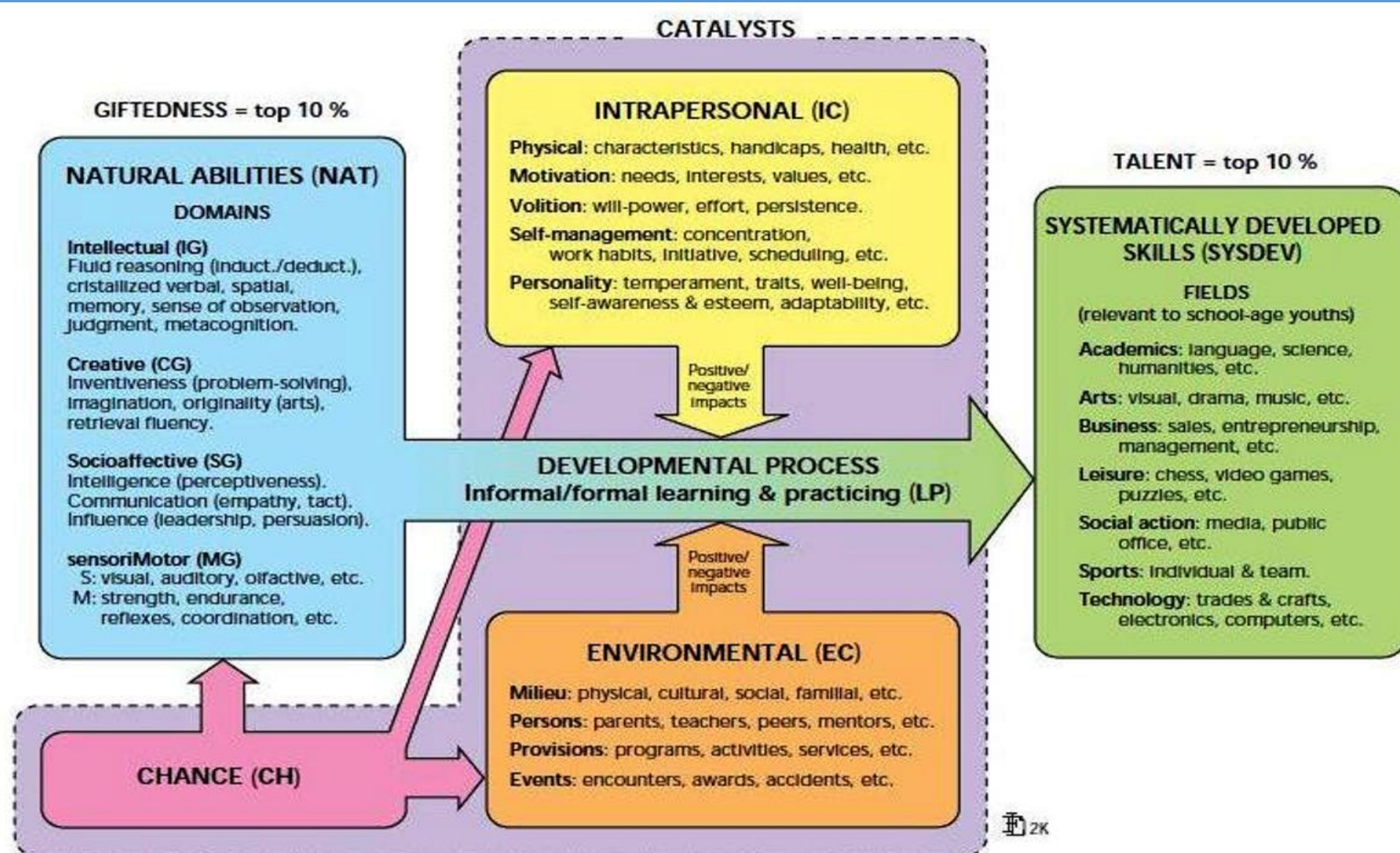
Learning support in the school was well developed and well supported for children not achieving year level standards

A need for differentiation in the classroom to cater for those performing above year level standards.

- 2012** - Differentiation SSP group formed
- Initial training of staff leaders in differentiation and GEMS
 - General staff PD
 - Additional guidelines and adjustments made to policy document
 - Review of referral forms

(Artefact- WESS Strategic Plan 2012-2015)

Our shared understanding: *Effective differentiation is knowing the learner through the identification of student needs and responding to them in a planned approach, so they are challenged, supported and encouraged to reach their full potential.*



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

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(Artefact- WESS Strategic Plan 2012-2015)

- 2013** - Review and modify SSS referral process
- Differentiation team trialled gifted and talented identification checklists – Michael Saylor
 - Differentiation team upskilled all staff on policy and procedures
 - Further training of staff in GEMS
 - GEMS committee formed, student register set up
 - Further minor adjustments made to Differentiation Policy
 - SSS membership extended to include a representative from GEMS Committee

(Artefacts-Referral process, Referral Form, Saylor checklist, Intervention Overview)

- 2014** - Policy and Process embedded
 - Further minor adjustments made to policy and process as required – identified through SSS Committee
 - Gifted and talented register created

2015 – Policy and process continues to be embedded as a working document