



West End State School

2012 – 2015 School Strategic Plan (SSP) Review

Differentiation: Pedagogy and Practice

Know your students

Know the curriculum intent

Vary the pathways

2011: Following recommendations from the Teaching and Learning Audit of WESS, differentiation was highlighted as a key area for improvement.

2012: The Region's Differentiation Placemat was introduced as a tool to assist teachers in planning for all learners, whilst the WESS Differentiation Policy was being revised and updated.

2013: A WESS Differentiation Codes Placemat was developed by WESS staff to help incorporate differentiation in units of work and lesson planning. This reinforced the need for teachers to KNOW your students, KNOW your curriculum intent and vary the pathways.

2014: Linked curriculum intent with student SMART goals. Whole school unit pre-assessment was used as the starting point for differentiated pedagogy and practice.

2015: The WESS Curriculum Assessment Overview was created to ensure that there was alignment between what is taught and what is assessed, and that there was a balance of assessment types and modes.

DIFFERENTIATION PLACEMAT

Responding to the learning needs of ALL Students

DIFFERENTIATION

- o Differentiation is the teacher responding to the learning needs of **ALL** students.
- o The teacher knows and builds upon student differences and similarities.
- o The teacher has clarity about the curriculum intent.
- o Students and teachers are collaborators in learning.
- o A cycle of assessment & feedback informs flexible pedagogy & goal setting to maximize learning.

DIFFERENTIATION

KNOW your students

KNOW the curriculum intent

vary the pathways

DIFFERENTIATION

WHY differentiate...

- o Readiness of students
- o Interests/ Passions of students
- o Learning Styles of students

WHAT to differentiate ...

- o Content
- o Process
- o Product
- o Learning Environment

HOW to differentiate...

- o **Vary pedagogy** to match learning needs with curriculum intent

EQUALISER CONTINUUM

1. Foundational (Information, Ideas, Materials, Applications)		Transformational
2. Concrete (Representations, Ideas, Applications, Materials)		Abstract
3. Simple (Resources, Research, Problems, Skills, Goals)		Complex
4. Single Facet (Multiple Facets)		
(Interdisciplinary Connections, Directions)		
5. Small Leap (Application, Insight, Transfer)		Great Leap
6. More Structured (Solutions, Decisions, Approaches)		More Open
7. Defined Problems (In process, In research, In products)		Fuzzy Problems
8. Dependence (Planning, Designing, Monitoring)		Independence
9. Slower (Pace of Study, Pace of Thought)		Quicker

PRE-ASSESSMENT +

Pre-assess for student interests/styles & what students already know about the concept.

+On-going assessment for readiness.

ADJUSTED TASKS

Learning activities to practice a concept are adjusted in response to student learning needs.

COMPACTING

Reduce the intended curriculum to skills & content that are **not already** mastered (extension) or that need further development (support).

Pre & On-going Assessment Tools

- o Diagnostic task with strategic openness
- o Diagnostic questioning with openness
- o Graphic organizers: KWL, mind map
- o Teacher observation checklists
- o Student demonstrations & discussions
- o Student products & work samples
- o Writing prompts/samples
- o Drawing related to topic or content
- o Picture Interpretation
- o Portfolio/folio analysis
- o Self-evaluations
- o Student interviews
- o Reflection, Prediction journals
- o Surveys/Questionnaires/inventories
- o Games
- o Start with "End of unit" assessments
- o Standardized test information

Steps

1. Select a concept to practice from the curriculum for students to practice.
2. Pre-assess students' readiness, learner profile or interest.
3. Decide to adjust for readiness, learning profile &/or interest.
4. Create a task that is clearly focused on the curriculum intent.
5. Adjust the task to provide different levels of complexity, abstraction & openness
6. Match students to appropriate tasks or allow student choice.

Questions to ask?

- What do students already know or are able to do?
- Where is mastery demonstrated? What can be skipped?
- Where is mastery not demonstrated? What needs to be learnt/practiced?
- What is grasped easily/quickly? (pace)

Steps

1. Pre-assess the curriculum intent of the unit or sequence of learning.
2. Identify students who may benefit from compacted learning.
3. Identify specific intent to compact.
4. Offer options for flexible short term acceleration or learning support.

Some "Tiered" Task Tools

- o EQUALIZER
- o Quality questions – open, thinking levels
- o Blooms' William's Taxonomy
- o Thinking skills & strategies & organizers