

# Differentiation Pedagogy & Instruction/Assessment Design

Presenter: Kate Hilyard

# Disabilities Standards for Education, 2005

These standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students.

An education provider and teacher must make 'reasonable adjustments' to accommodate a student with disability. An 'adjustment' is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

# Introductory Quiz

## □ Activity 1

○What does NBA basketballer- Magic Johnson, actor- Tom Cruise, director-Steven Spielberg, the late & great, Muhammad Ali all have in common?

○20% percent of school-age children are believed to have a language disorder **T/F**

○The key ingredient to supporting students with additional needs is;  
**a)Teacher attitude b) chocolates/ lollies c) profile awareness  
d)pedagogical skills or e) all of the above**

○People with learning difficulties have below average intelligence? **T/F**

○What diagnosis would go with this profile. Poor reading skills, poor organization, strong verbally above average intelligence.

**Dyslexia / ADHD**

○ADHD is caused by bad parenting. All the child needs is good discipline. **T/F**

○People with Dyspraxia tend to have poor organization of thoughts and an inability to integrate sensory information to form an appropriate physical response. **T/F**

○Dyscalculia is a fear of Dracula. **T/F**

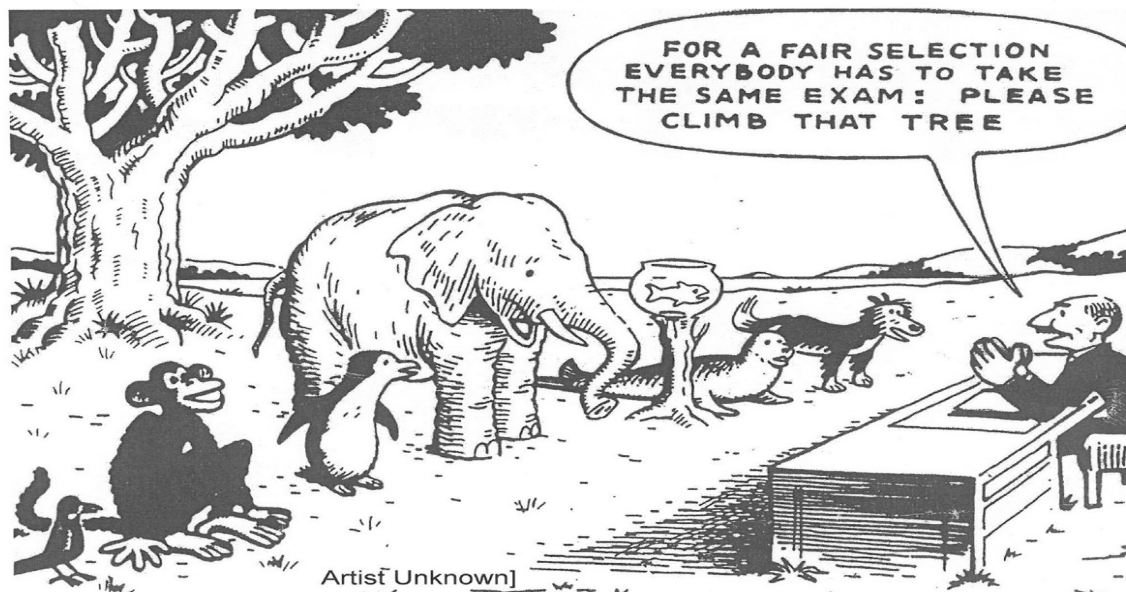
# What is Differentiated Instruction?

- Differentiated instruction allows one to plan and carry out **varied approaches** to teaching in a **flexible** way.
- Differentiated Instruction makes it possible to maximize learning for **ALL** students.
- A teacher should **proactively** plan a variety of ways to 'get at' and express learning.
- Teachers will still need to **tailor** or **fine tune instructions** for individual learners, but learning options are available based on teachers knowledge of varied needs

***i.e. knowing your students***

- The chances are greater that the learning experiences will provide an appropriate fit for **many learners**.

***i.e. developing a series of strategies/activities and altering them slightly to match individual learners.***



# Curriculum Elements

- ❑ **Content-** what students learn. E.g. curriculum content
- ❑ **Process-** how students go about making sense of ideas and information. E.g. class activity or task
- ❑ **Product-** how students demonstrate what they have learnt. The 'end product'. E.g. Essay, speech, power point presentation, experiment.
- ❑ **Learning Environment-** the way the classroom works and feels. E.g. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;





# Lesson Ideas for Differentiated Learning

# Tiered Questioning/ Assignments

- Tiered questioning/ assignments do not lock students into ability boxes.
- Instead, particular student clusters are assigned specific tasks within each group according to their readiness and comprehension—without making them feel completely compartmentalised away from peers at different achievement levels.

# 3 tier Questioning/Learning Model

**Example:**

**Subject- PDHPE**

**Year group- 8**

**Topic- Respiratory System**

**Intended outcome- Students will be able to identify the parts of the respiratory system. Students will be able to describe the functions of each part of the respiratory system.**

# Tier 1- Mainstream

Question:

**In one paragraph, list and discuss the structures involved in the breathing process.**

***(hint- begin with the mouth/nose and finish at the alveoli)***

## Tier 2- Differentiated

- Draw a **flow diagram** of the structures that are used in the **breathing process**.
- **Write ONE** sentence of the **role** each structure plays in the **breathing process**

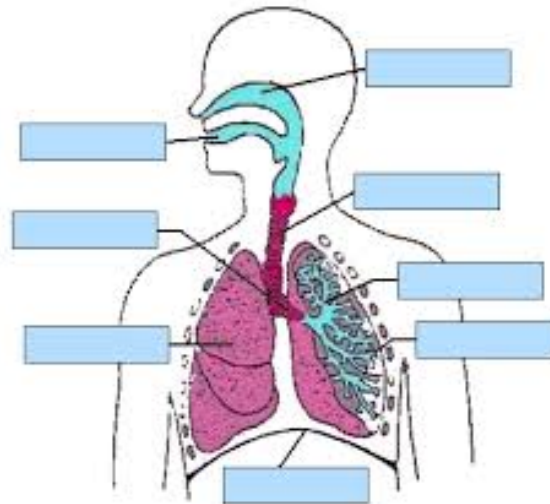
*(hint- begin with the mouth/nose and finish at the alveoli)*

# Tier 3- Differentiated

- Using the **word bank** provided, **place** the correct structures in the **missing boxes** to show the **breathing process**.
- Draw arrows** indicating **direction** of air flow.

## Word Bank-

Larynx	Lungs
Diaphragm	Trachea
Nasal cavity	Pharynx
Tongue	Bronchus



# Activity 3- Your Turn!

- Create a **2 and 3 tier differentiated** framework based on this question:

**Topic- Natural Hazards-Social and Economic impacts of floods**

(Note: Class shown a video clip on Queensland floods)

- **You have been asked by the charity you work for to write a 300 word proposal asking for funds to assist people affected by the Queensland floods. You will need to explain the impact of the floods and why the funds are needed.**

(Students doing this activity would need to explain why the funds are needed highlighting the economic and social impacts of floods)

# Response to Student Differences

- ❑ **Activity 2: Mix and Match Activity**
- ❑ In pairs, match the differentiated strategies to the varying learner needs
- ❑ Note- more than one strategy will match up!



# Tailoring Assessment Tasks to Meet the Learning Needs of Students

## Some ideas to consider;

- Allow students to express themselves in ways other than written language alone.
- Give product assignments in smaller increments, allowing students to complete one portion at a time.
- Prepare timelines for product work so that tasks seem manageable and comfortably structured.

- Increasing the readability of product assignments- e.g. rewording particular words/vocab that students may find difficult to interpret. Simplifying the language of the text.
- Chucking of information on product assignments into dot points to increase the readability fro students.
- Providing templates that guide students through each step of doing research.

- Increasing the font of the script and underline/colour key content and action words.
- Conduct mini workshops on particular product skills such as taking notes in research, conducting interviews, drawing conclusions, editing and so on.
- Providing a variety of literacy activities in product exams for students to complete.

## Activity 4: Give it a try!

Using your task, differentiate/adjust accordingly to meet the needs of the pseudo learner. Whole group discussion soon to follow.

# Differentiation Ideas

▣ **Handout #1**

# Wrap up

- The more differentiated a classroom is, the more its students feel successful and motivated, resulting in higher student achievement.
- Teachers need to provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
- Teachers need to provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.