



# Differentiation in Geography

Programming + Stage 4 and Stage 5 Assessment Examples

Rex Cooke and Cassie Crompton

St Ignatius College, Riverview



# Overview

1. Programming and Registration of Differentiation - Rex Cooke
2. Stage 4 and Stage 5 Assessment Differentiation Examples-Cassie Crompton

# 1. Programming and Registration of Differentiation

Rex Cooke

---



# SCHOOL CONTEXT

- Independent Catholic School (Jesuit tradition), with Years 5-12 on lower north shore of Sydney.
- Around 1200 Boys, with around 330 boarders from country NSW and overseas.
- Comprehensive school-see the full range of academic levels of students within the school.
- Increasing amount of students presenting with learning needs



# Differentiation Focus

- Legislation requires the differentiation be clearly addressed within the teaching program.
- Faculty Focus last year to refine and develop the programming of learning adjustments and ensure all assessment tasks met the requirements of our students.
- Feedback has been provided by our Learning Support Department

# 1. Pre Learning Checklist

## STAFF PRE-LEARNING ADJUSTMENT CHECKLIST

Checklist	08A	08B	08C	08D	08E	08F	08G	08H
Review learning support profiles	✓	✓	✓	✓	✓	✓	✓	✓
Consult Learning Enrichment staff	✓	✓	✓	✓	✓	✓	✓	✓
Consult the student on their learning needs and interests	✓	✓	✓	✓	✓	✓	✓	✓
Consider learning profile and plan adjustments for teaching and learning	✓	✓	✓	✓	✓	✓	✓	✓
Consider the student's: planning, processing, working memory and language skills for learning	✓	✓	✓	✓	✓	✓	✓	✓
<b>Sign Off (Teacher Initials)</b>	<b>CAC</b>	<b>MPW</b>	<b>PAS</b>	<b>SLC</b>	<b>DMM</b>	<b>CAC</b>	<b>SLC</b>	<b>PAS</b>

Put this at the front of the program to show that all staff for each class has checked profiles and adjustments needed for each students in their class.



## 2. Coding of Learning Adjustments

- To streamline the the registration of the learning adjustments in our programs, we developed a coding systems.
- The coding system is designed around key areas of adjustment which allows teachers to really tailor and register specifically how they have differentiated the curriculum for their students.
- The key areas are:
  - Learning Adjustments-Content,
    - Disability Provisions,
    - Environment,
    - First Nations,
    - Methods,
    - Products.

## LEARNING ADJUSTMENT GRID AND CODES

CODE	LEARNING ADJUSTMENT (CONTENT)	CODE	LEARNING ADJUSTMENT (ENVIRONMENT)
C1	Pre-teach key topic vocabulary	E1	Specific seating plan
C2	Allow student to preview new or unfamiliar work	E2	Utilising alternative classroom environments for learning i.e. outside learning spaces
C3	Highlight key content and vocabulary	E3	Run mini-lessons in a lesson for student
C4	Compact and accelerate the curriculum	E4	Provide regular structured classroom routine
C5	Present text and content in various formats: video, readings, lectures, or audio.	E5	Implement specific classroom management procedures that make the learning environment safe or more supportive
C6	Modified homework tasks	E6	Provide 1 to 1 time during lesson
C7	Break larger tasks / content into smaller chunks	E7	Specific adjustments to environment / practical task
C8	Provide pictorial labels to content	E8	Use of specific behaviour strategies / rewards / praise
C9	Use visual planners	E9	Work with a learning support teacher to plan and support learning in class
C10	Delivery of alternative stage level outcomes	E10	Check for understanding in a discrete manner due to sensitivity around embarrassment
C11	Delivery of life skills outcomes	<b>CODE</b>	<b>LEARNING ADJUSTMENT (FIRST NATIONS)</b>
<b>CODE</b>	<b>LEARNING ADJUSTMENT (DISABILITY PROVISION)</b>	F1	Allow time for code switching between languages (especially Torres Strait Islander students)
D1	Adjusted assessment task	F2	Relate examples to their environment and community to boost a sense of identity

D2	Use of a writer	F3	Allow demonstration of comprehension in alternate ways such as drawing and oral expression
D3	Use of a reader	F4	Check for understanding in a discrete manner due to sensitivity around embarrassment
D4	Extra time	F5	Incorporate hands on and a variety of practical experiences
D5	Rest breaks	F6	Promote listening and speaking components in conjunction writing and grammatical analysis



CODE	LEARNING ADJUSTMENT (METHODS)	CODE	LEARNING ADJUSTMENT (METHODS) CON'T
M1	Provide clearly identified lesson aims	M12	Allow specific time to process and reflect on information during the lesson
M2	Provide paced instructions outlining the step by step structure for a task	M13	Explicit teaching of summarisation and planning
M3	Use repetition and slow increases in task complexity	M14	Provide extra practice opportunities to support understanding
M4	Supporting understanding with visual cues and <u>sub-headings</u>	M15	Make eye contact with student when giving instructions
M5	Provide explicit instruction for each part of an activity	M16	Reduce, repeat, re-phrase verbal information
M6	Provide the student extra time to work through problems	<b>CODE</b>	<b>LEARNING ADJUSTMENT (PRODUCT)</b>
M7	Write lesson structure on the board or desk in sequential order	P1	Provide a range of worked examples in various formats
M8	Specifically outline when the lesson transitions take place	P2	Provide an alternative learning experience / task to show understanding

M6	Provide the student extra time to work through problems	P3	Use scaffolds to support writing and assessment tasks
M7	Write lesson structure on the board or desk in sequential order	P4	Provide explicit and regular feedback on assessment tasks
M9	Check for understanding by asking student to paraphrase task expectations and content	P5	Provide a checklist outlining task sections to be completed
M10	Use pause time after questioning to allow time for language processing (EAL/D also)	P6	Provide a glossary of key terms and concepts
M11	Use of peer tutoring and small group work during lessons		



## 3. Application Within Program

- To register the adjustments within our program we developed a column within the program that is set to the side so that the adjustment can be written in.
- To then complete the registration we use the the initials of the student (eg. RC for Rex Cooke) and then matched the learning adjustment code against the initials of the student.
- Another layer that we had to implement is to register learning adjustments for our First Nations students. We did this by using an \* to identify a First Nation student.

Syllabus Content	Teaching and Learning Strategies	Adjustments
<p><b>Water resources</b> Students:</p> <ul style="list-style-type: none"> <li>investigate the characteristics and spatial distribution of global water resources (ACHGK037)</li> </ul> <p><b>The water cycle</b> Students:</p> <ul style="list-style-type: none"> <li>investigate how the operation of the water cycle connects people and places (ACHGK038)</li> </ul>	<p><b>Visual Representation</b> Watch video on Canvas and outline the characteristics and features of water resources at the global scale.</p> <p><b>Spatial Technologies</b> Using Google Maps create a map that labels the major oceans, seas, rivers and lakes from every continent</p> <p><b>Map Interpretation</b> Using your Google map describe the distribution of fresh water at a global scale</p> <p><b>Stimulus Interpretation</b> Explain the distribution and breakdown of global water.</p> <p><b>Teacher Exposition:</b> -discuss the features of a cycle in the physical environment -how is the water cycle a 'cycle' Construct a detailed annotated diagram that illustrates the features of the water cycle.</p> <p><b>Geographical Concept: Interconnection</b> Study the pictures in Lesson 3 and explain the interactions of people and the water cycle Identify and explain ways that people have impacted on the functioning of the water cycle. Propose ways that could be implemented to rectify the impacts people have had on the water cycle</p>	<p>E1,P3 (MC) C1 (MK*)</p> <p>M16 (MC)</p> <p>C1 (MK*) F1 (MK*) F2 (MK*) M13 (MK*) F5 (MK*)</p>

<p><b>Australia's water resources</b> Students:</p> <ul style="list-style-type: none"> <li>investigate the quantity and variability of water resources in Australia and other places (ACHGK039)</li> </ul>	<p><b>Geographical Skills (Choropleth Map Interpretation)</b> Using a choropleth map, describe the annual rainfall distribution of various locations around Australia.</p> <p><b>Geographical Skills (Choropleth Map Interpretation)</b> Using a choropleth map, describe the population distribution of various locations around Australia.</p> <p><b>Geographical Skills (Map Comparison)</b> Students have to compare the population distribution and rainfall distribution of Australia and establish any links</p> <p><b>Spatial Technologies</b></p>	<p>(water cycle model)</p> <p>F2 (MK*) F3 (MK*)</p>
--	--	---



## 4.Registration/Evaluation

- The final aspect of our differentiation programming is to integrate an area for teacher to be able to write down effective adjustments they made to the teaching of the course.
- This has been integrated into our registers to allow teacher to evaluate the unit of work and provide adjustments they made during the course and how effective they were in the one place.

## Teaching and Learning Program Evaluation

Unit Title: Water in the World

Class: 8D

Teacher: ~~Sarah Sultan~~

Element	Evaluation
<b>Program</b> - Was the program well-structured and coherent? - To what extent did the program engage all students in the class? - Did the program assist all students to achieve the learning outcomes? - What improvements could be made?	<p>This program was very well structured and coherent and all students were engaged. Students especially enjoyed learning about the value of water. All students were able to achieve the learning outcomes.</p> <p>Improvements - This course could be moved to Term 2 as there is a general understanding that the students would benefit from an introduction to Geography course at the beginning of term 1. Landscapes and landforms could be moved after "An introduction to Geography." An Introduction to Geography would involve students learning the background of Human and Physical Geography as well as the concepts that will be studied.</p>
<b>Resources</b> - Were the resources used appropriately in terms of age level, variety and the ability to engage the students? - What improvements could be made?	<p>All of the resources were very appropriate and the students engaged well with them.</p>
<b>Assessment</b> - Did the program incorporate a range of quality, valid assessment tasks? - Reflect and comment on the level of student achievement in this program. - What improvements could be made to assist students to achieve the outcomes?	<p>The assessment task allowed all students to do well. Some students received alternate tasks which were well differentiated to their level.</p> <p>All students achieved well in this task.</p> <p>Further explanation and practise of the PEEL structure would be beneficial.</p>
<b>Adjustments</b> -What adjustments did you make and how effective were the adjustments for the learner/s?	<p>Adjustments to the Dubai newspaper article were made when reading this. I printed it for students so they could highlight the important parts and work in pairs to discuss the use of water in Dubai.</p> <p>This class was very capable of maintaining good discussions in the classroom so often this was swapped for written work to suit each student's needs.</p>

Date Commenced: 30/1/19

Date Completed: 11/4/19

Signature: ~~Sarah Sultan~~

## **2. Stage 4 & 5 Assessment Differentiation Examples**

**Cassie Crompton**

---



# Universal Design

Our aim was to create an assessment which:


- Allowed students to access the same marking rubric
- Personalise Learning
- Provide options for students to access curriculum as well as achieve



## Yr 8 Learning Support requirements

- ADD/ADHD
- Delayed reading, spelling and comprehension skills
- Weaknesses in working memory
- OCD
- Impairment with use of language and understanding
- Basic sentence structure understanding
- Weakness in working memory
- Low average reading skills, word fluency and decoding
- Generalised Anxiety Disorder (GAD)
- Low literacy Skills
- Weak Visual Reasoning skills
- Difficulties in Expressing language
- Difficulties in following multiple instructions, longer passages and recalling verbal information
- Low verbal and fluid reasoning
- Difficulties focusing on learning
- Slow to process visual information
- Significant delays in reading comprehension skills
- Colour Blind
- Slow processing skills





# Stage 4 Geography Assessment - Blue Mountains Report

Assessment Task

[General Scaffold](#) - Provided to all students

[Comprehension Scaffold](#) - See learning requirements in **Red**

[Executive Functioning Scaffold](#) - See learning requirements in **Green**



# Stage 5 Geography Assessment - Human Wellbeing

[Assessment Task](#)

[Original Scaffold](#)

[Scaffold 2020](#)