

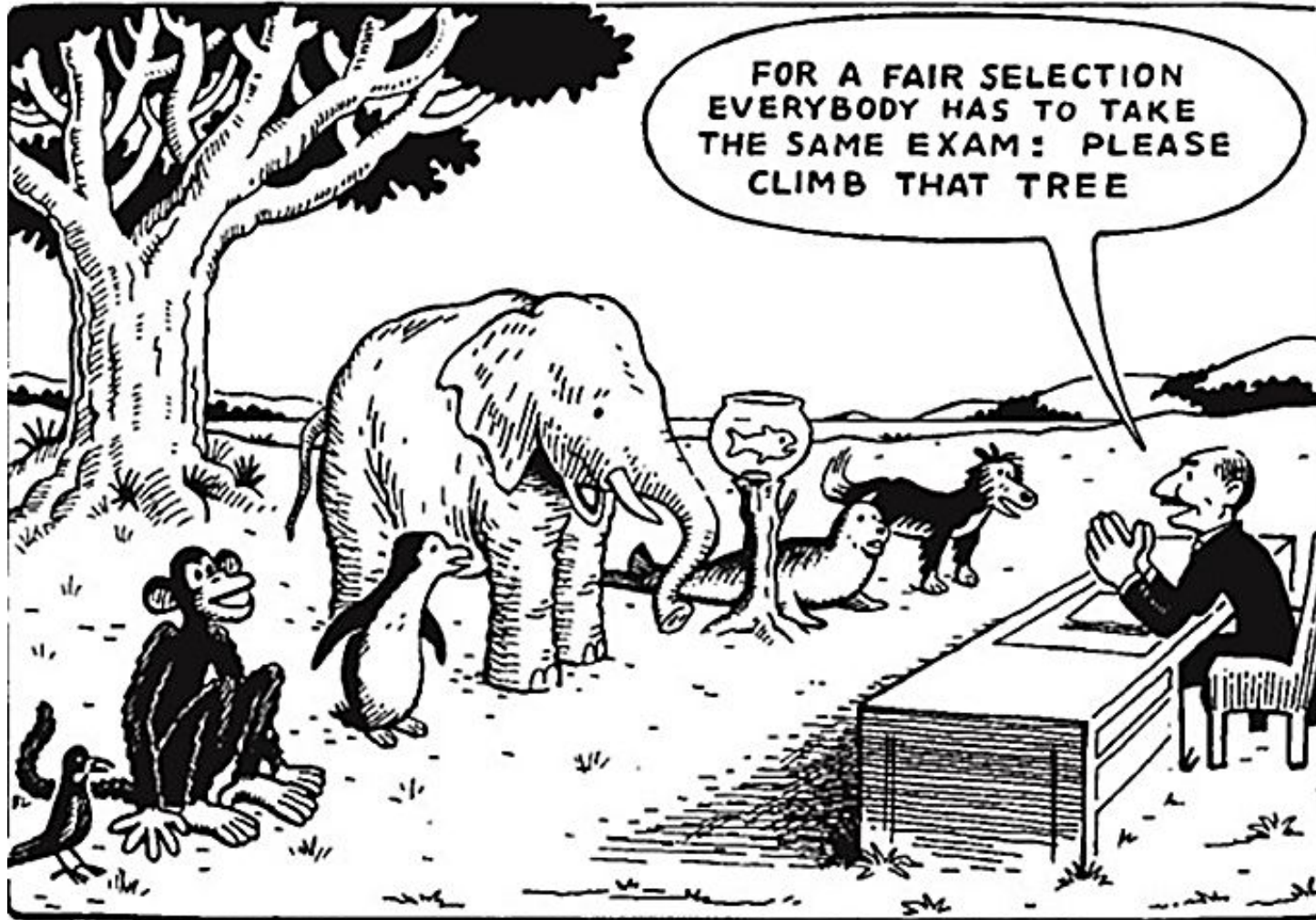
Session : Types of differentiation and identifying success criteria

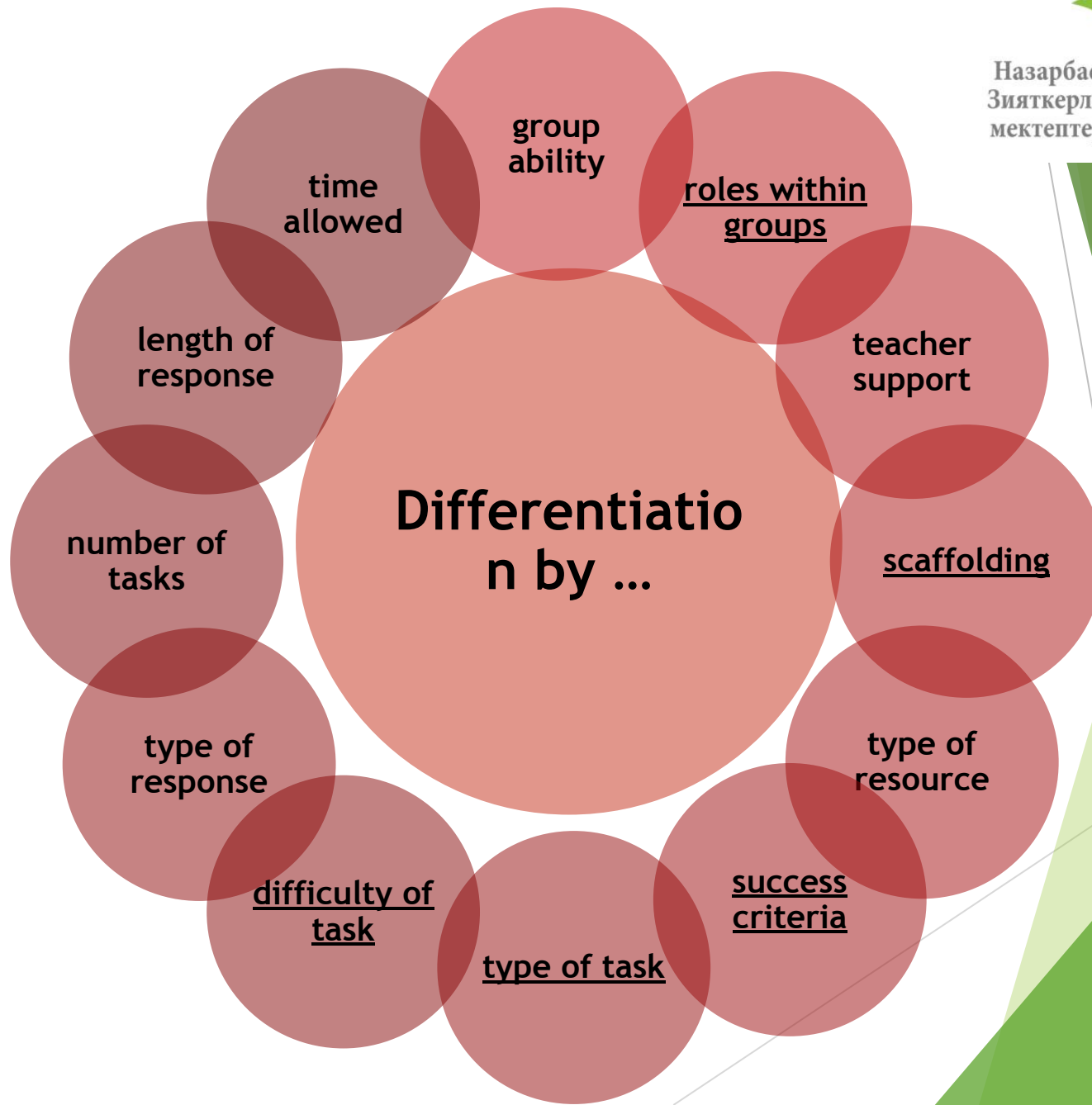
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Session objectives

- ▶ Understand that the updated subject programs allow topics and skills to be revisited, providing the opportunity to assess progress and set goals for the future.
- ▶ Be aware of activities that facilitate differentiation.
- ▶ Have the confidence to apply the ideas from the training to developing lesson plans.

How do we make sure that all of our students are treated fairly?





Differentiation by roles within groups

- Spokesperson
- Mixed gender groups
- Note-taker
- Single gender groups
- Leader
- ...



Differentiation by scaffolding

- Show and Tell
- Tap into Prior Knowledge
- Give Time to Talk
- Pre-Teach Vocabulary
- Use Visual Aids
- Pause, Ask Questions, Pause, Review



Differentiation by success criteria

ALL - every learner in the class will achieve this

MOST - a large proportion of the class will achieve this

SOME - a few of the more able will achieve this. Some learners will not try to achieve this but instead focus on earlier success criteria



**Success
Criteria**



Differentiation by type of task

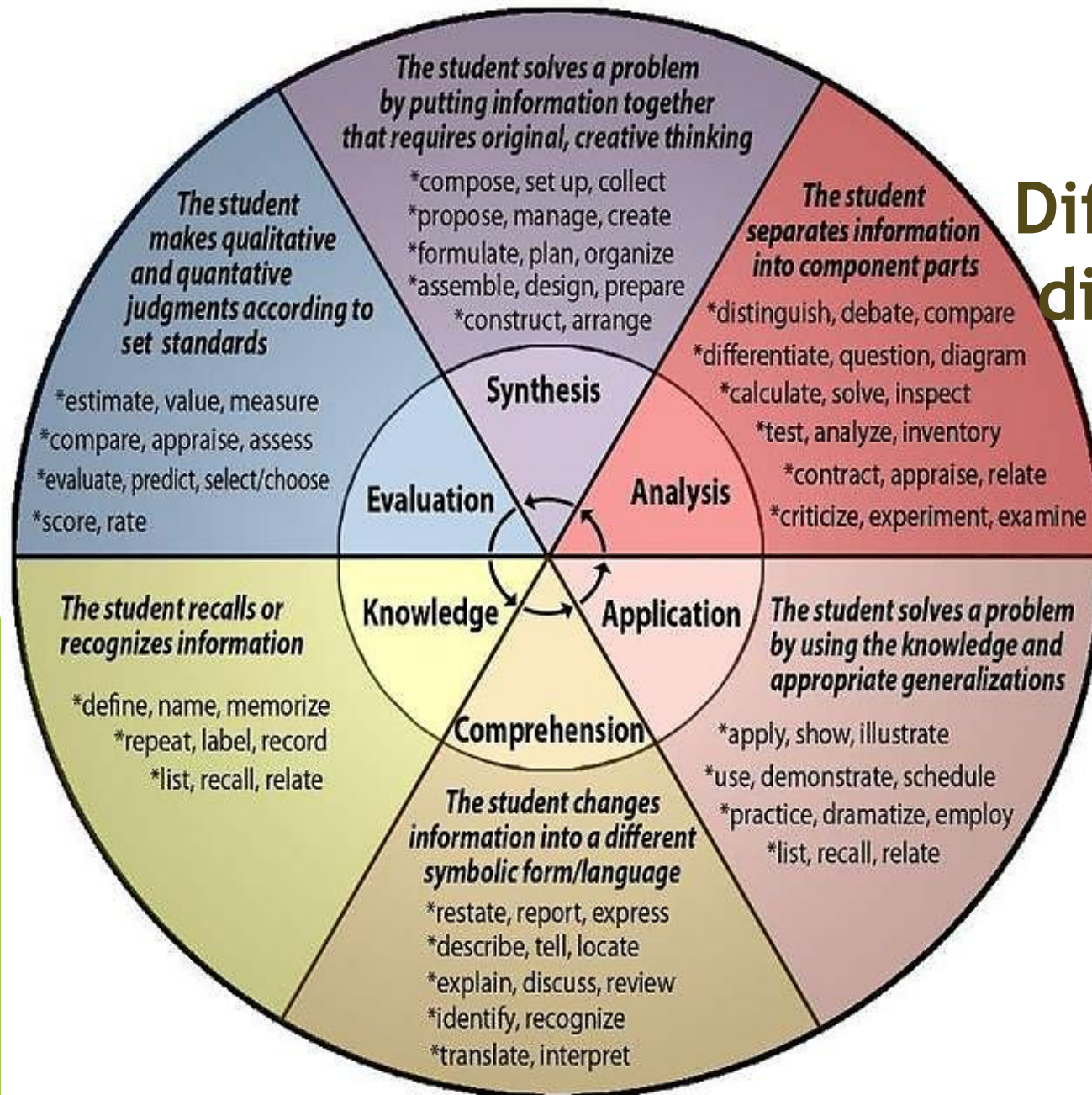
(Example: Reading)

- Match the headings with the paragraphs
- True or false
- Multiple choice
- Open-ended questions
- Put the paragraphs into the correct order
- Missing sentences
- Complete the sentences about the text
- Vocabulary in a text
- The writer's opinion or reader's response
-



Differentiation by difficulty of task

Blooms Taxonomy



Differentiations

- ▶ Remember that gifted and talented learners need and enjoy variety and challenge. This requires that lessons be variously differentiated:
 - by outcome (lesson objectives)
 - by task
 - by content
 - through support
- ▶ These enrichment activities may also be delivered by the school, by experts or by extracurricular (school Olympiads, research projects, clubs). It is important, however, to make them worthwhile and to include content and experiences that sufficiently strengthen learners [5]

Returning to our question

- ▶ In what ways can teachers ‘differentiate’ learning?
- ▶ Is differentiation only related to differences in subject ability?

Discuss with another teacher.