DIFFERENTIATION

HOW STUDENTS LEARN

- Can I tier the activities around concepts and skills to provide different levels of support or opportunities to demonstrate deeper knowledge?
- Do I need to vary the length of time students require to grasp a concept either by compacting the curriculum or extending the timeframe?
- Can I provide opportunities for students to construct and demonstrate knowledge using digital resources and technologies?
- Can I scaffold activities or break larger tasks down into smaller tasks?
- Can I provide study guides or graphic organisers for targeted students?
- Can I modify delivery modes for individuals or small groups?
- Can I use peer tutoring?

HOW LEARNING IS STRUCTURED

- Which of a range of flexible groupings: whole class, small group and individual, best suits this concept and skill set?
- Have I offered a range of materials and resources - including ICT's - to reflect student diversity?
- Can I vary the level of class teacher support for some students?
- Would activities outside the classroom best suit this concept? e.g. Other learning spaces within the school, excursions, camps
- What routines can I put into place to assist students in developing independent and group work skills?
- What class structures can be modified e.g. team teaching or shared teaching and timetabling,?
- Are there additional support provisions from specialist, teacher aide, mentor etc. ?
- Can I provide visual cues for students e.g. content posters or list of instructions for students to follow?

PLACEMAT

WHAT STUDENTS NEED TO LEARN

- Can I choose a familiar context to help make connections or will I scaffold to broaden student world knowledge?
- What links can I make to real life?
- Can I change the context to match student interests?
- What prior learning experiences are required?
- How will I know what students already know? Which data? Will students complete a Pre-test?
- Can I skim over some of the content or miss it completely?
- How will I extend those students who already have this knowledge?
- Will I accelerate students?

HOW STUDENTS DEMONSTRATE WHAT THEY KNOW

- To complete the scheduled assessment task will some students require more/less time?
- Can students be extended by communicating the information in a more challenging way e.g. change to authentic audience
- Are there students who need the assessment task to be broken down for them?
- Will some students need adjustments to the task e.g. having concrete materials at hand or access to digital technologies?
- Will some students need feedback provided more frequently or in a different manner?

Contact M. Douglas or the FNQ REGION Teaching and Learning team (FNQ Region) based on the Maker Model (1982) and Tomlinson.