

The Dos and Don'ts of DIFFERENTIATION

Differentiation is an approach that encourages teachers to respond to student diversity while maintaining high expectations for all. Using an evidence-based teaching method, teachers can differentiate content, processes, products and the learning environment to maximise student learning potential.



Identify student interests, strengths and areas of need as a starting point in planning, teaching and assessing. (Know your student.)



Assume you know your student's needs.



Provide a range of multi-modal and alternative opportunities/ methods for students to represent their learning; e.g. ICTs.



Make every learning activity and assessment a written task.



Personalise and scaffold student learning through literacy and numeracy, the General Capabilities or Cross-Curricular Priorities, making reasonable adjustments for the learner.



Adjust the Science Understanding Year level content when planning.



Encourage students to demonstrate understanding and skills by re-representing their learning and thinking.



Accept one work sample, even if highly accurate, as indicative of deep knowledge and understanding, or of highly developed Science Inquiry Skills.



Create rubric wording that is distinct for progression points.



Avoid using adjectives that describe different degrees of the same achievement.