BADPLAAS TRAINING PROGRAMME MOVING INCLUSIVE EDUCATION FORWARD
Curriculum Differentiation

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Guidelines for responding to learner diversity in the classroom

- Curriculum is one of the significant barriers to learning – content, language, classroom organization, teaching methodologies, pacing, LTSM and assessment.

- Guidelines were developed to facilitate and support curriculum differentiation in the classroom.
What is differentiation?

Differentiating instruction means changing the

• pace
• level
• or kind of instruction

You provide in response to an individual learners’

• needs
• styles and
• interests.
You may be differentiating already......

• Good differentiating means looking at how well you’re providing variety and challenge in learning.

• Identifying who among your learners is best served by your current lesson plans and modifying those plans if needed.

SO MORE learners can be successful!
Curriculum Differentiation

• A key strategy for responding to diversity
• Takes into account differences in learners’ ability levels, interests, background etc.
• Modification, changing, adapting, extending and varying aspects of the curriculum
• Aspects of the curriculum to be Differentiated:
  ▪ Content
  ▪ Teaching methodologies
  ▪ Learning environment
  ▪ Assessment
Curriculum delivery

A simplified model

**Content**
- Input: What and how new information is presented to learners

**Method of presentation, materials, learning environment**
- Processing: What methods and activities learners use in order to understand the context on their own terms

**Method of assessment**
- Outcome: How learners show understanding of what they are learning or have learned
Universal design for learning

• What is my goal?
• What are the barriers?
• Eliminate barriers through multiple means of:
  1. **Representation** - different ways of presenting
  2. **Action/expression** – demonstrate learning in different ways
  3. **Engagement** – different activities that engage learners, provide choices that motivate learning

• The content is modified not the topic
Differentiating the Learning Environment

• Purpose:
  - To ensure that the learning environment is as conducive and as stimulating as possible for all learners

• The learning environment is two-dimensional and differentiation should happen sometimes simultaneously in each:
  - **Psychosocial** – psychological and social factors with a bearing to satisfaction, wellbeing, and ability to perform effectively
  - **Physical** – classroom space, arrangement of furniture, noise level, class size, classroom displays, resources, movement etc.

• Differentiating the learning environment means paying attention to psychological, social and physical factors p. 13-14
Differentiating Teaching Methods

• Purpose:
  ▪ To ensure responsiveness to different levels at which learners operate
  ▪ To maximise participation of learners in learning activities

• Aspects of teaching methodologies that we Differentiate:
  ▪ Learning materials
  ▪ Methods of presentation
  ▪ Learning activities
  ▪ Lesson organisations (p. 15-21)
Some Characteristics

• Start teaching from where children are
• Provide specific ways for each child to learn don’t assume that all children learn in the same way
• There must be an element of challenge for every child in every learning opportunity
• All activities should be equally interesting, important and engaging
• Allow for some choice to give children ownership of their learning
Class teaching

- Whole class instruction – teacher centred
- Small group – ability groups
- Stations – discovery/choice/move from station to station
- Co operative groups – different abilities – problem solving activities – teach each other
Teaching tips

• Be well prepared and organized
• Establish behaviour norms – train learners
• Build in accountability - individual/groups
• Start small and do it really well
• Work collaboratively - school/district/internet/professionals
9 ways to adapt instruction

• Size – number of items to complete
• Time – adapt time/pace to complete tasks
• Level of support – increased peer/teacher support
• Input – change way instruction delivered
• Difficulty – simplify task instructions/skill level
• Output – change way learner responds
• Participation – adapt level of involvement
• Alternate – use materials in a different way
• Substitute activities – use a different activity

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Some other strategies …..

- Give directions in more than one way
- Use checklists/visual schedules
- Provide a variety of ways to learn
- Assign a “study buddy”
- Audio recorders. Stop watches
- Visual difficulties – read aloud
- Auditory difficulties – give visual cues
- Have quiet spaces/headphones to minimize noise
References/resources

- [http://www.education.gov.za/Programmes/InclusiveEducation](http://www.education.gov.za/Programmes/InclusiveEducation)
  - Guidelines for Responding to Diversity
  - Guidelines for Inclusive Teaching and Learning
- [www.udlcenter.org](http://www.udlcenter.org)
- Embracing Diversity through multi - level teaching. M Nel & A Hugo: Juta 2013
- Differentiating Instruction in the regular classroom. D Heacox: Free spirit publishing 2012

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