

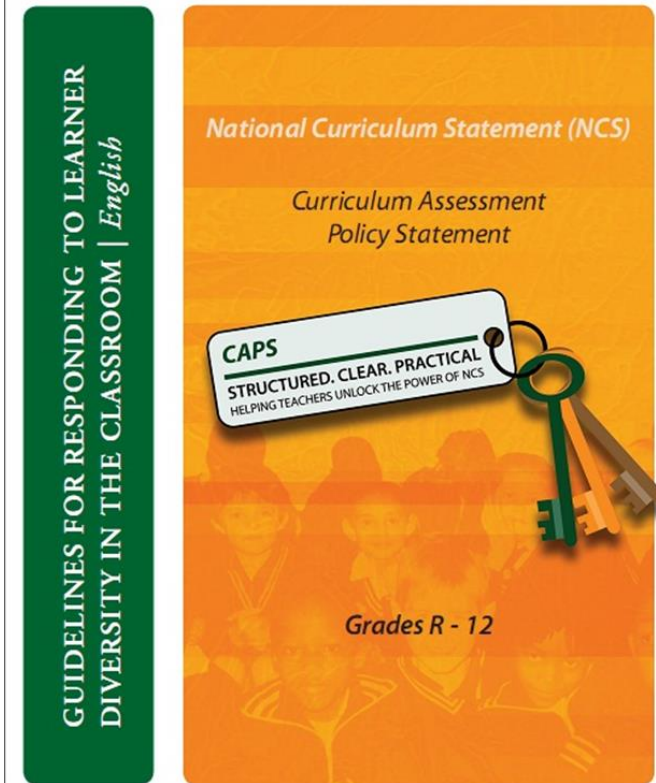
BADPLAAS TRAINING
PROGRAMME MOVING
INCLUSIVE EDUCATION
FORWARD
Curriculum Differentiation

Presentation designed by Jean Fourie
Elizabeth Hooijer



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



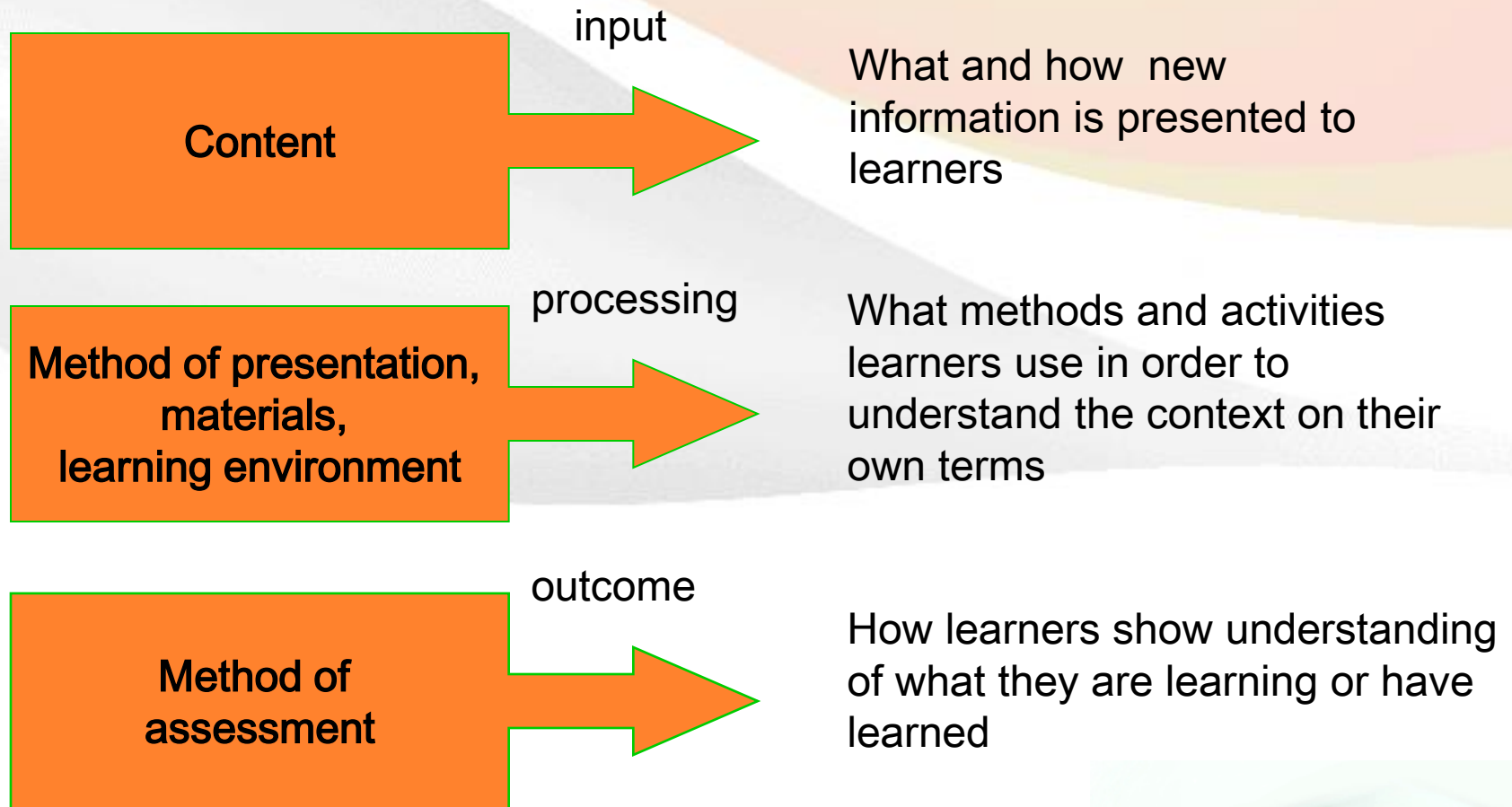
basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Curriculum delivery

a simplified model



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Curriculum differentiation

(reflected in lesson planning)

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



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





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



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

- www.thutong.doe.gov.za/inclusiveeducation
- <http://www.education.gov.za/Programmes/InclusiveEducation>
 - Guidelines for Responding to Diversity
 - Guidelines for Inclusive Teaching and Learning
- www.udlcenter.org
- Embracing Diversity through multi - level teaching. M Nel & A Hugo: Juta 2013
- Learner Support in a Diverse classroom. N Nel, M Nel & A Hugo: Van Schaik 2012
- Making Inclusive Education Work in Classrooms. C F Pienaar & EB Raymond: Pearson 2013
- Differentiating Instruction in the regular classroom. D Heacox: Free spirit publishing 2012