

Arrival activities

1. When you hear the word 'differentiation', how do you feel?
Write each feeling on a sticky note.
2. Is this how you would like to feel?
If not, how would you like to feel?
Write each feeling on a sticky note.
3. Stick your notes on the boards – try and categorise them as you do this.



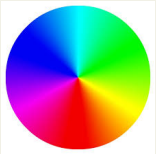
CONNECTING CLASSROOMS

Differentiation for Inclusion

Siân Williams



Find someone who...



1. Shares the same favourite colour as you.



2. Shares the same favourite food as you.



3. Speaks the same number of languages as you.



4. Has the same number of siblings as you.

If you find them all, shout **BINGO!**

Session aims



1. Refresh/add to your knowledge and understanding about differentiation
2. Experience different types of differentiation in an inclusive classroom through a variety of activities – leave with ideas to try out.
3. Practise integrating differentiation systematically into planning

Working together

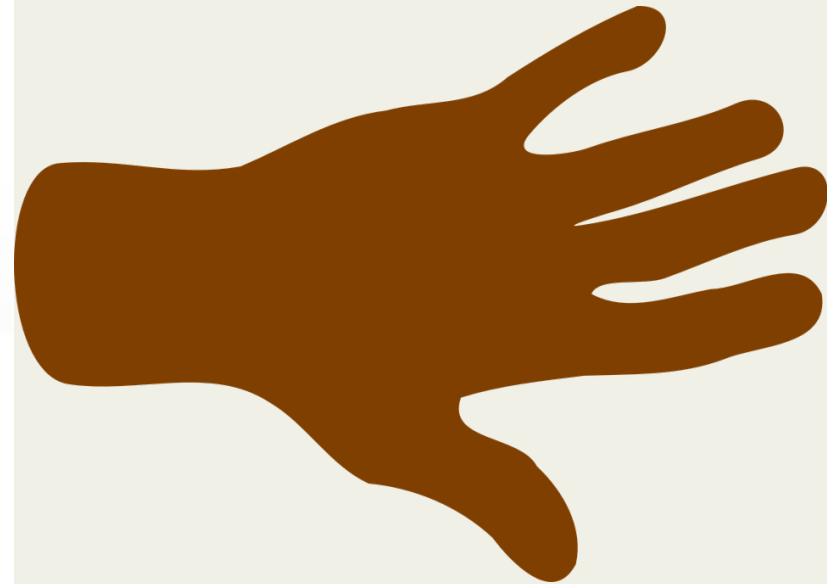


What do we need from each other to
make this a really good workshop?



First thoughts

Confidence indicator



Our group definition of differentiation

1. Think
2. Pair
3. Share
4. Double
5. Gallery walk
6. Consensus?



A definition



Differentiation is:

“the way in which teaching methods and the curriculum are adapted to meet the individual learning needs of learners...

Differentiation applies to **all teaching contexts** where learners have different needs and abilities.”

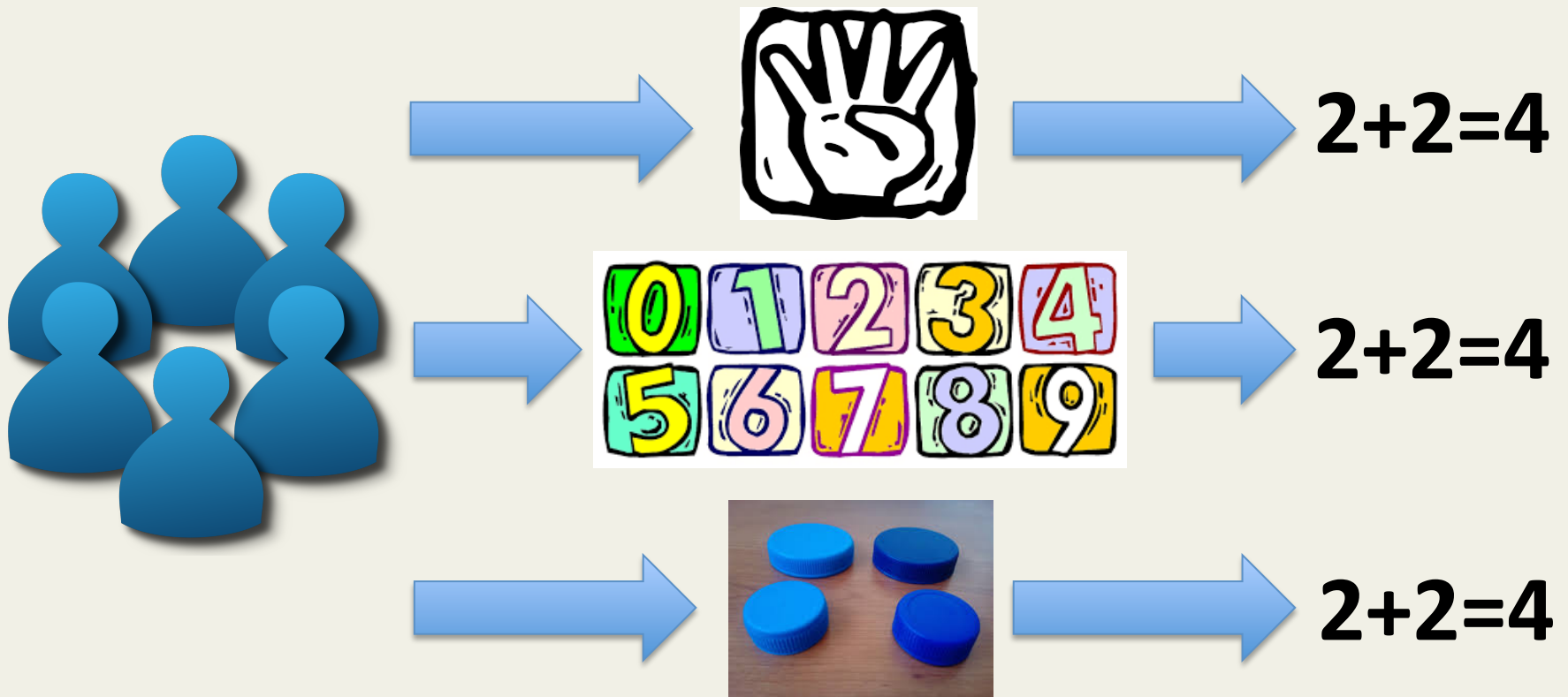
In more detail...



“Differentiating instruction means ‘shaking up’ what goes on in the classroom, so that students have **multiple options** for taking in information, making sense of ideas and expressing what they learn.

In other words, a differentiated classroom provides **different avenues to acquiring content**, to **processing** or making sense of ideas, and to developing **products**.”

For example: process





Why do we differentiate?

1. Make sure students learn what we teach!



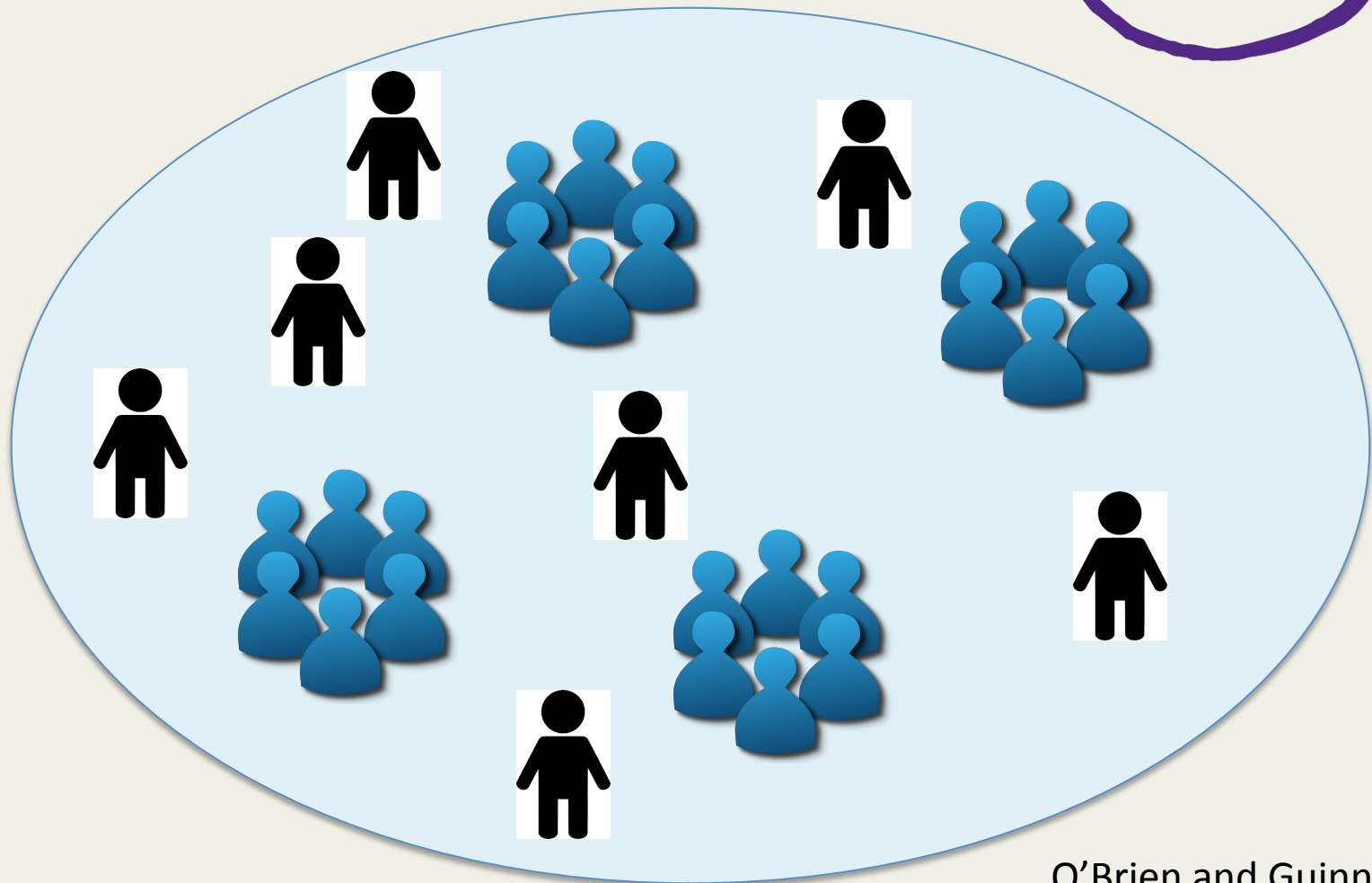
“Information becomes knowledge when
the learners can process and apply it.”

O'Brien and Guinney, 2001

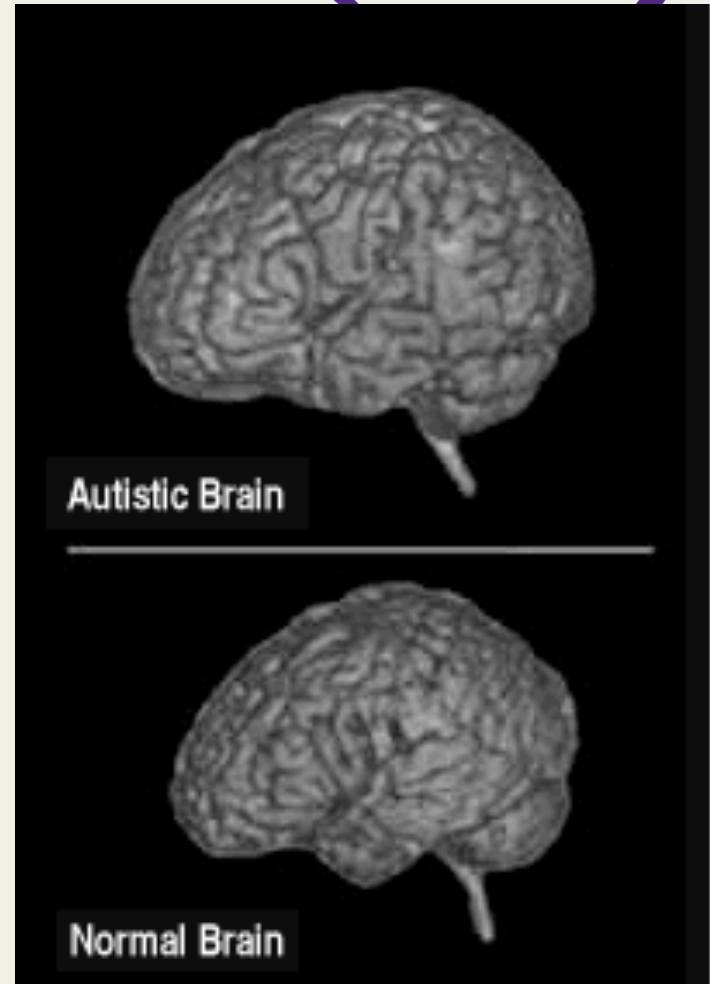
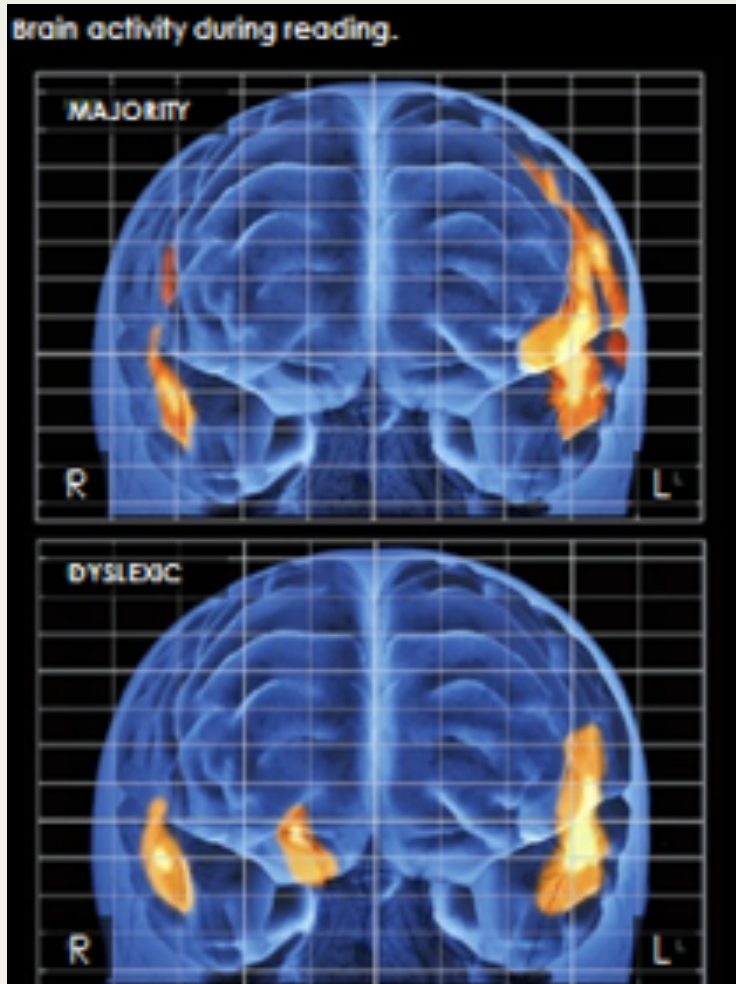
2. Difference



Learning needs



Neurodiversity



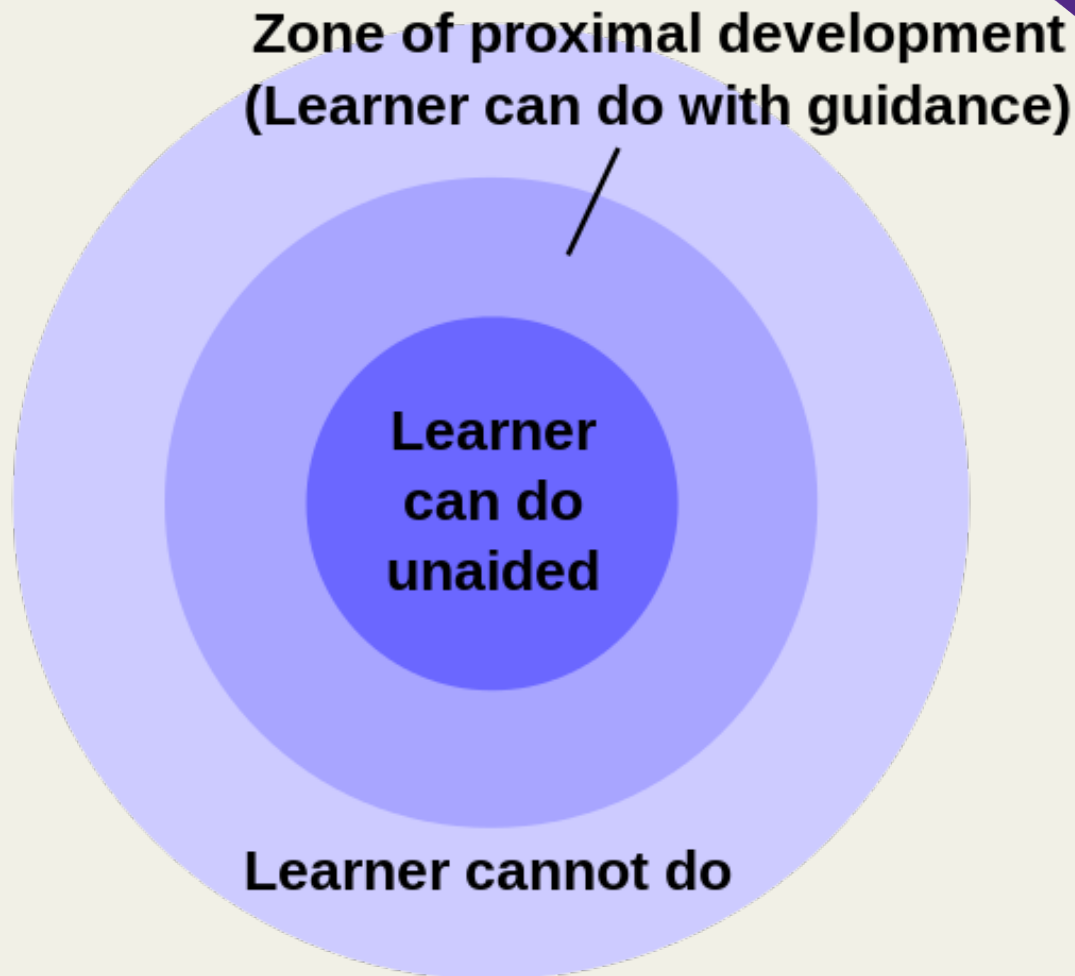
Diversity: the new normal



“Neurodiversity is a **biological fact**; we do not all think, learn and process information in the same way.

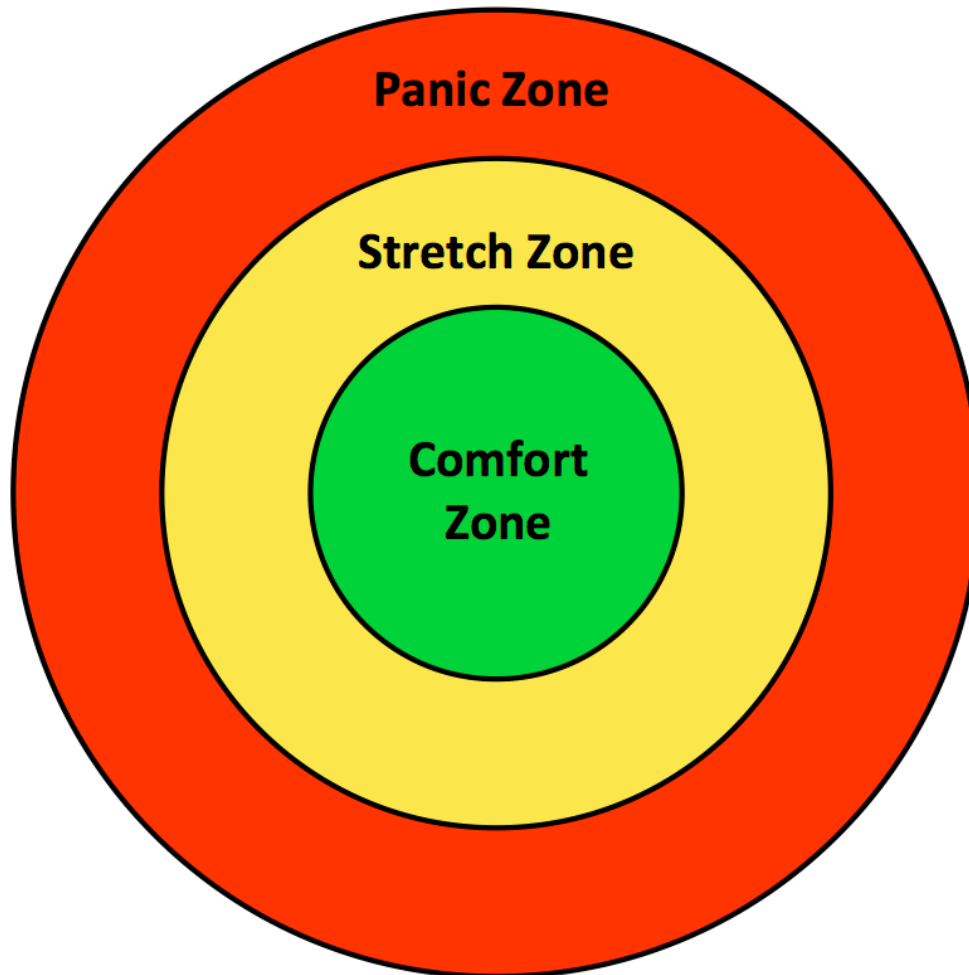
Neurodiversity simply means that these neurological differences are a **natural** part of human variation.”

3. Zone of proximal development

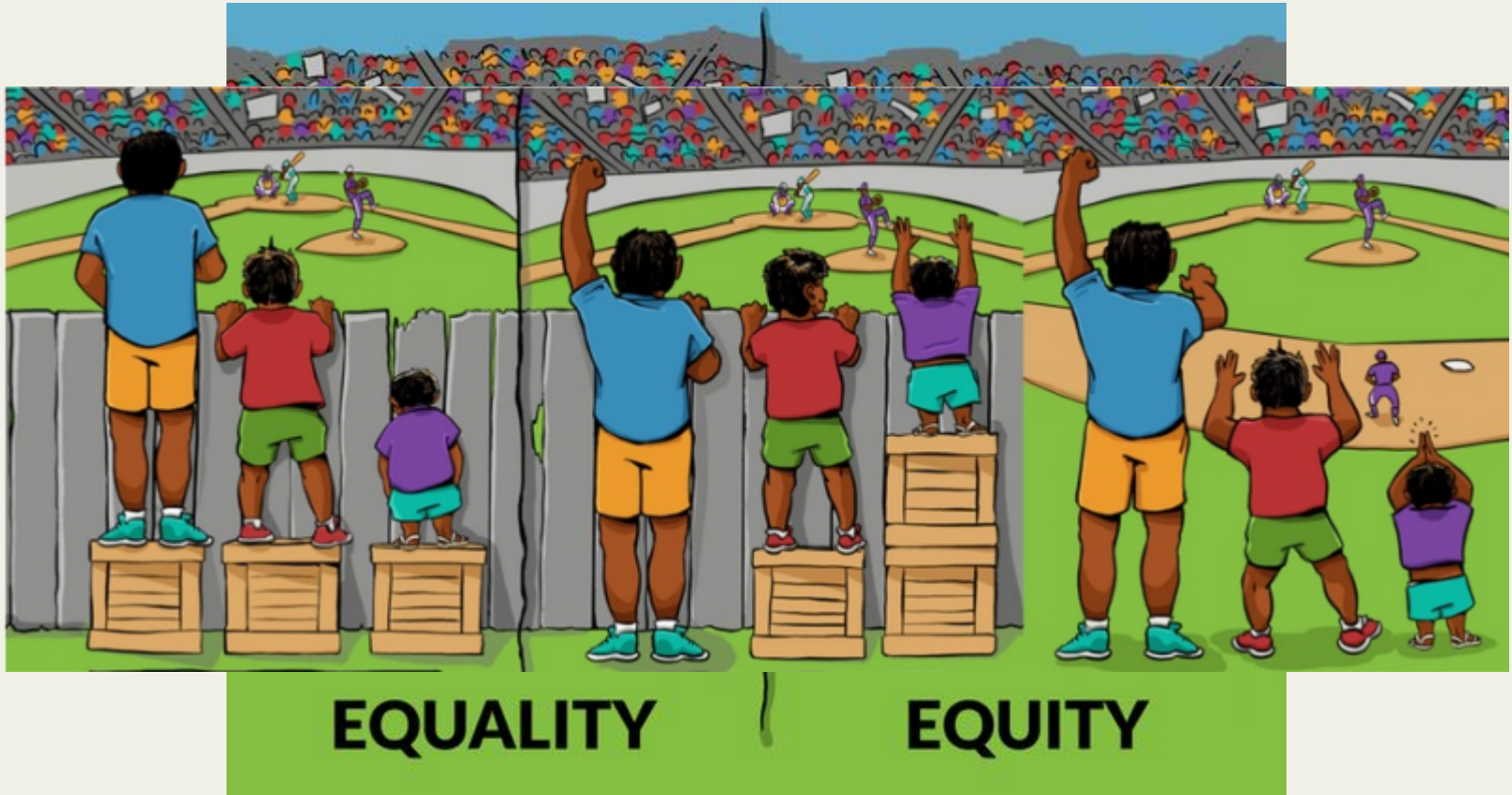


Vygotsky

Or the 'stretch' zone



4. Equity

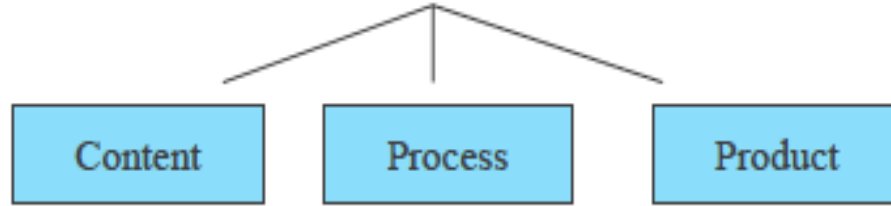




Exploring differentiation

How do we differentiate?

Teachers Can Differentiate



According to children's



Adapted from The Differentiated Classroom: Responding to the Needs of All Learners (Tomlinson, 1999)

Top tips for inclusive differentiation:

- Keep an open mind about what learners can do
- Give options
- Use different ways of grouping students

In practice

You have a group of 18-year-old students from England coming to visit.

They all need to understand how to use the local bus system.

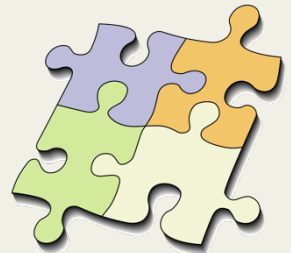
How many different ways could you help these students learn about the local bus system?



Jigsaw activity: learning the buses



1. Form a group of three.
2. Take one area each: Content, Process, Product.
3. Complete an individual spidergram for your area.
4. Leave your group and form another group – of 6 this time – all working on the same area as you.
5. Pool your thoughts and learn from each other – as much as you can.
6. Rejoin your original group and share what you have learnt.





Experiencing a differentiated lesson

Starter activities

Confidence indicator

Mixed ability pair activity

Performance and
questions





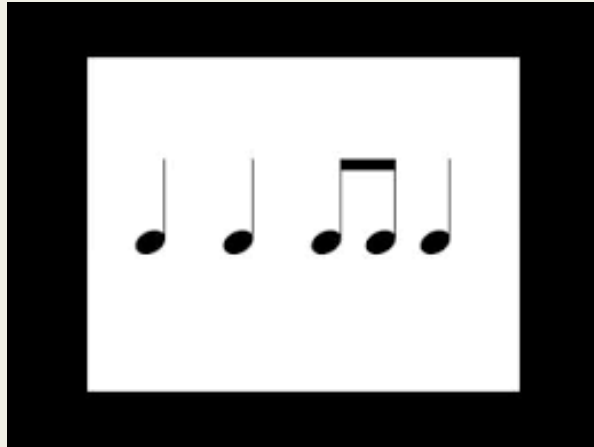
Pulse

A **pulse** is like the heartbeat of the music.

It's what you tap your foot to in a song. Or move to when you dance.



Rhythm



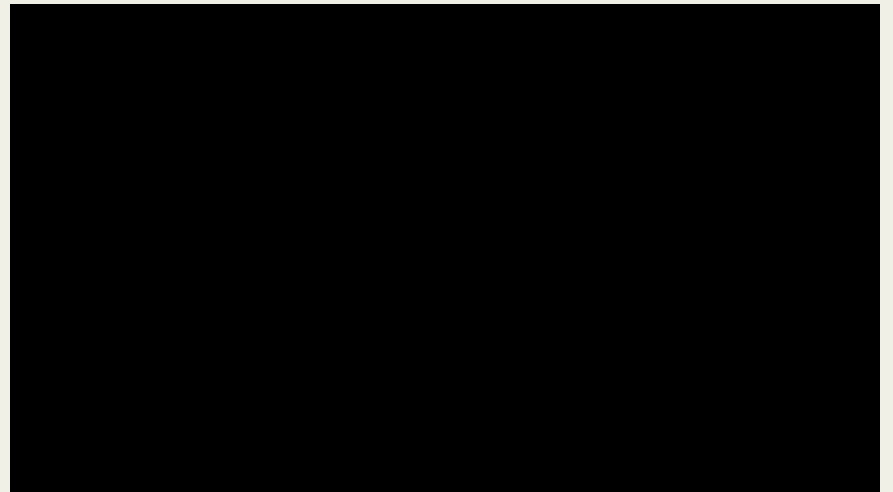
A **rhythm** is a pattern of long and short notes.

It fits in with the pulse – playing **in time**.

Ostinato

An **ostinato** is a rhythm which is **repeated** over and over again.

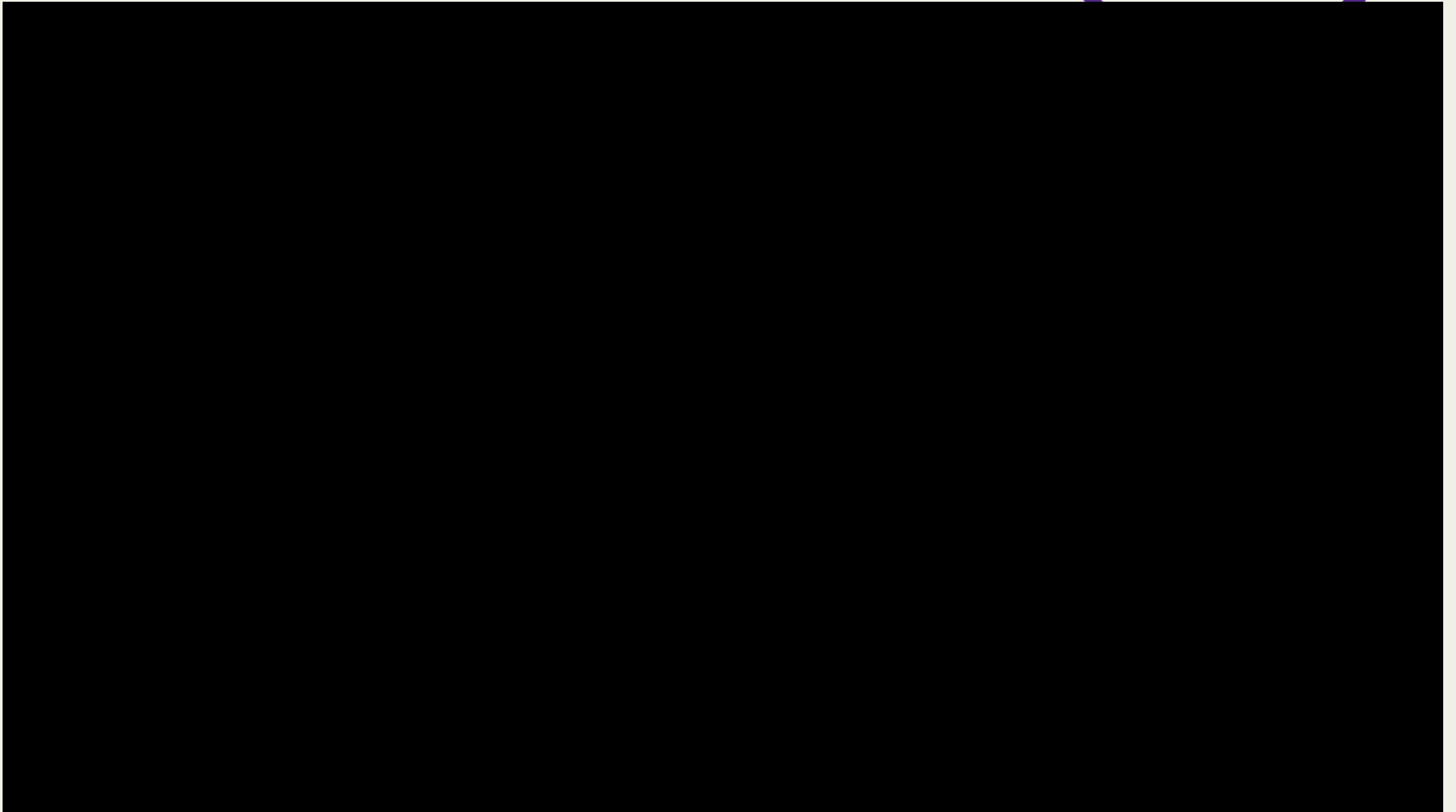
Sometimes it is called a **riff**.



Bolero – Maurice Ravel

Ostinato pianissimo

Henry Cowell



Paired work

Follow the instructions on your worksheet to compose a short piece of music using pulse and ostinato.

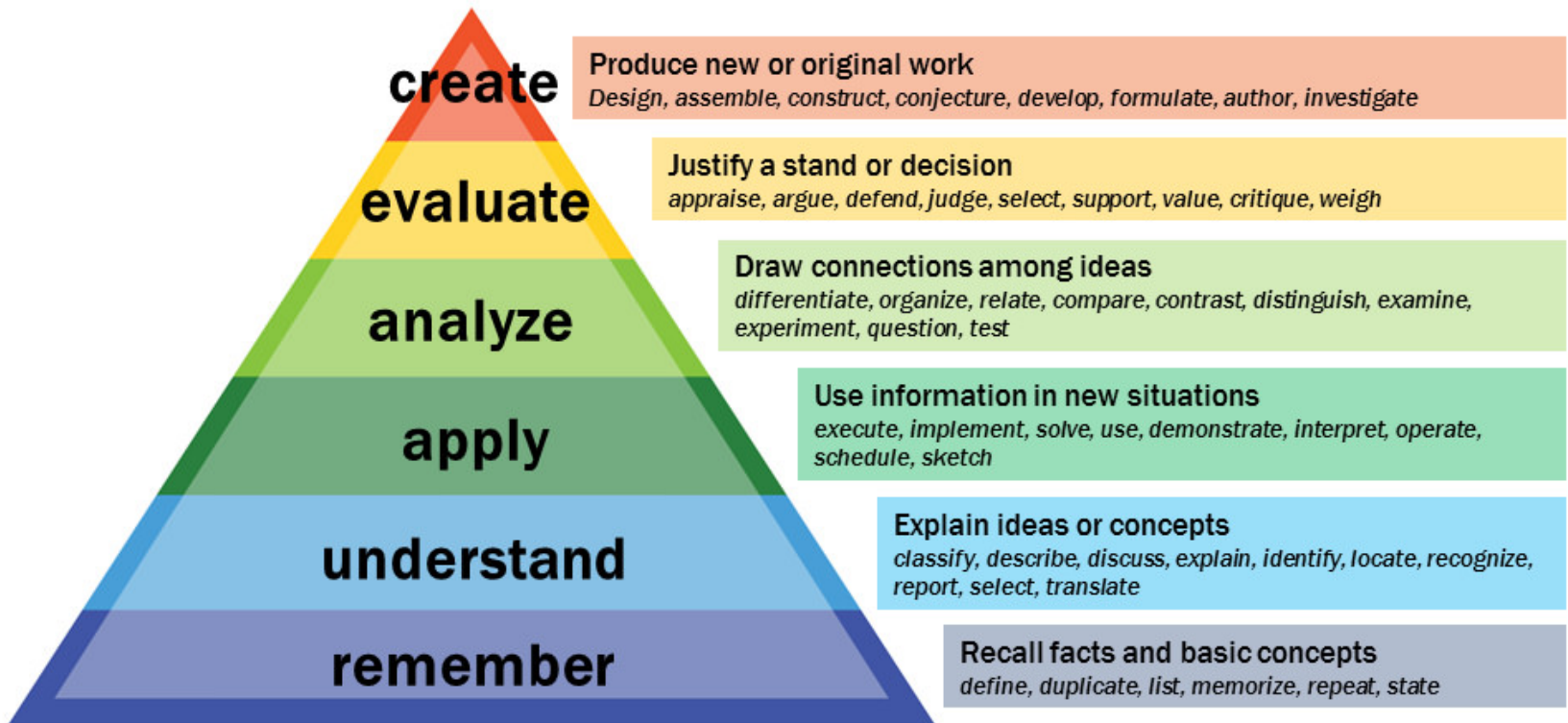
Options:

- Keep practising
- Instead of clapping, use other parts of your body or furniture.
- Make your ostinato longer / more complex.
- Add **dynamics** (volume – loud and soft)



Questioning

Bloom's Taxonomy

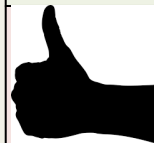


Group roles



A. Organiser

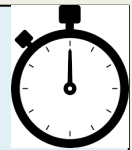
When your group has decided what to do, be the musical lead. Make sure everyone knows when to start and stop playing.



C. Encourager

Make sure everyone's ideas are heard, and that the feedback you give each other is positive.

B. Timekeeper



Make sure the group uses the time well. Tell them when it's time to get going! Tell them when it's almost time to finish.

D. Recorder



Write or draw a map of your piece of music so that you know who is playing when.

Planning activity



1. Work in small groups.
2. Choose a learning task – one for the whole group.
3. Using the handout you were given earlier, or your own knowledge, plan a differentiated version of this task. **Try and choose an area of differentiation you haven't used before.**

Differentiation checklist



- Is the learning outcome clear?
- How will differentiation best support **learning**?
Content / Process / Product / Grouping / ...?
- Are we using a variety of resources?
- Are the activities engaging? Relevant?
- Will all students be able to access an activity?
- Does our plan contain some choice for students?
To what extent?
- How will we assess progress? Are students
involved in this process?

[illegible]