

The Differentiation Game

Cambridge Conference Workshop

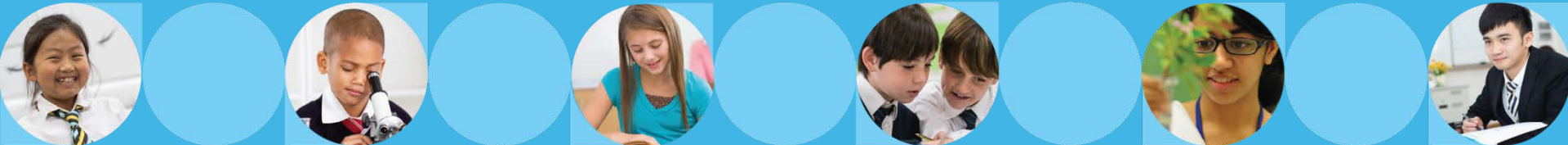
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Namaste مرحبا Willkommen Bem Vindo Selamat Datang
Bienvenidos Namaste Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا
Benvenuti Welkom Bienvenue Bem Vindo
Bienvenue Croeso
Bienvenidos Welcome Welkom أهلا وسهلا مرحبا
Selamat Datang Willkommen Croeso Namaste
Welcome Bienvenue أهلا وسهلا مرحبا
Willkommen Selamat Datang Croeso Bem Vindo
добре дошъл Benvenuti Willkommen
Καλώς ήλθατε Benvenuti

Students who may benefit from differentiation:

- ▶ On your chair you will find a coloured card with a student profile.
- ▶ Take a few minutes to read the card.
- ▶ Share your profile with others on the table.



The Differentiation game

This workshop is going to use a student profile to help you develop your awareness of student strengths and challenges.

We will provide you with examples of quick and simple differentiated activities.

By the end of the session you will have designed a differentiated activity for use in your classroom.



Barriers to learning in your classroom

Your classroom is made up of individuals but they all, at times, have some common barriers they need to overcome

- ▶ They may have different processing times: **cognition and learning**
- ▶ They may have different abilities with **language and communication**
- ▶ They may have **physical or sensory** challenges
- ▶ They may have **social, emotional or mental health** challenges

All this has an impact on how well they learn

Understanding their strengths and challenges will help you teach them better.

Student strengths and challenges:



- ▶ Find someone who has the same student profile as you
- ▶ Locate the strengths and challenges sheet on your table and discuss with your partner the strengths and challenges your student might have.
- ▶ Fill in the sheet together for each profile.
- ▶ Share with others on your table.
- ▶ Do you have similar students in your classroom?

Using strengths and challenges to improve learning

Discuss:

- ▶ Consider how you might use those strengths in your classroom to enhance learning.
- ▶ What challenges might you need to consider when supporting your student?
- ▶ **Annotate** the sheet with your thoughts.
- ▶ **Display** your thinking on our learning wall.



So what is differentiation?



- ▶ A teacher who differentiates wants everyone in their classroom to make progress according to their stage of development
- ▶ That teacher has the same objectives for all, but designs their lessons using a variety of strategies and activities to ensure student strengths and challenges are accommodated

Some of the most common differentiated activities:

- ▶ Differentiation by outcome
- ▶ Differentiation by resource
- ▶ Differentiation by process (teaching and learning)
- ▶ Differentiation by personal support

The word "DIFFERENTIATION" is displayed in a stylized, multi-colored font. Each letter is a different color: D (red), I (blue), F (yellow), F (grey), E (grey), R (grey), E (grey), N (grey), T (blue), I (yellow), A (grey), T (grey), I (grey), O (grey), N (red). The text is set against a light grey background and has a faint reflection below it.

The bank of differentiated activities

- ▶ In the top corner of your profile is a signpost to one of 4 banks.
- ▶ These correspond to the 4 most common types of differentiation.
- ▶ Move to a table with a box with the corresponding number.
- ▶ Inside the box is a set of hand outs.
- ▶ Individually, scan through the information on the “Ideas Sheet” and take a look at the more detailed example.
- ▶ Consider how one of these strategies might best support your student profile

Have a go!

- ▶ Pair up (2 heads better than one)
- ▶ Pick one of the areas of differentiation.
- ▶ Discuss how you might apply it more specifically to one of the generic skill areas that we have identified.
- ▶ Fill out a blank differentiated learning resource sheet.
- ▶ When you are happy with it **post it** on the learning wall
- ▶ Now do another one.....
- ▶ **Extension & Challenge: try identifying a range of ways to differentiate for the same skill**



Sharing differentiated resources

- ▶ Take some time to view the gallery of resources.



Reflection.....

- ▶ Which of these activities could you implement in your classroom?
- ▶ How might they draw on student strengths?
- ▶ How might they support student challenges?
- ▶ How might they contribute towards ensuring that all groups of students in the class make progress?

Next steps

- ▶ Education Brief – [Special Educational Needs](#)

<http://www.cambridgeinternational.org/teaching-and-learning/education-briefs/>

- ▶ All Cambridge International endorsed, and suggested resources can be found on the syllabus pages at www.cambridgeinternational.org
- ▶ All curriculum support materials can be found at <https://schoolsuporthub.cambridgeinternational.org>

THANK YOU

