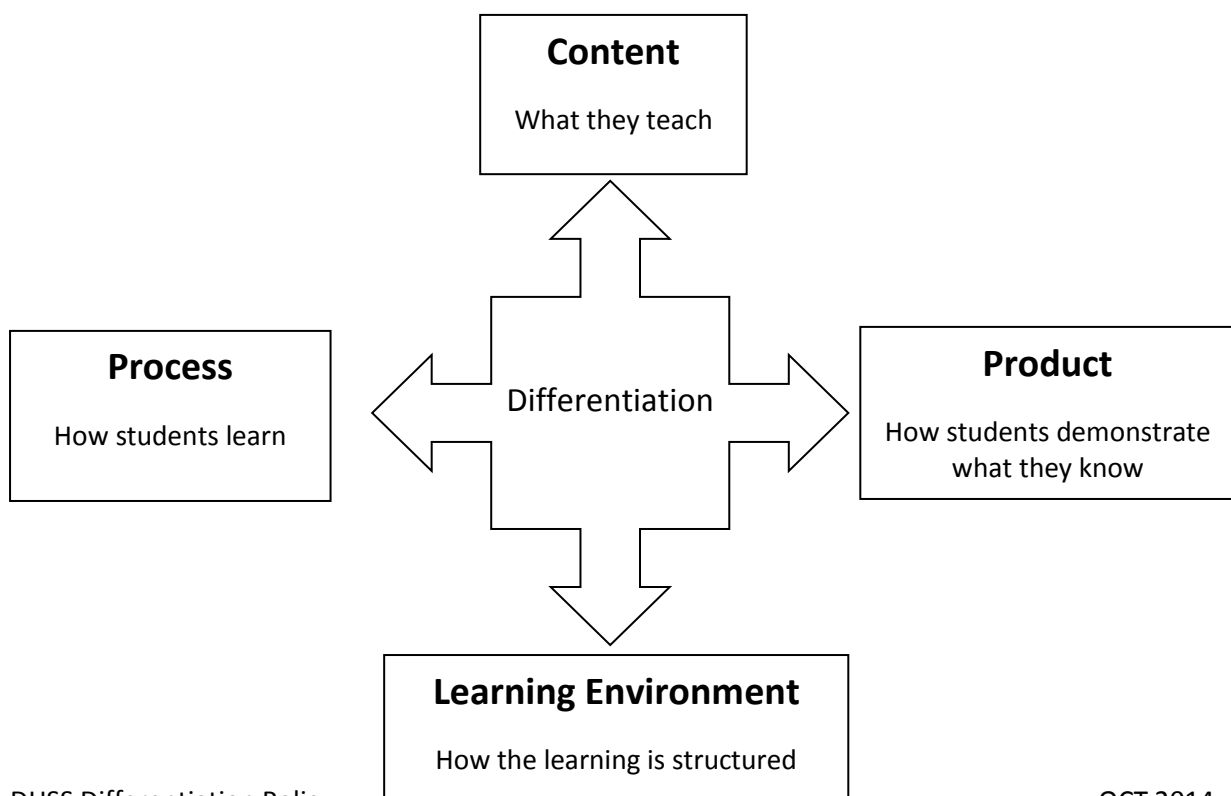# Differentiation

# at

# Darling Heights SS

**Background**

Historically at DHSS most students have come from a predominantly middle socio-economic background, however, recent trends include an increase in students with a non-English speaking background as well as students drawn from the Pacific Rim countries. Currently, we have 43% students from 42 countries some of which are: Brunei, Canada, China, Fiji, Indonesia, Iran, Iraq, Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Qatar, Singapore, Solomon Islands, Africa, Sri Lanka, Sudan, Thailand and Tonga. Another 40 students are not born overseas but have cultural backgrounds other than Australian. Of our student population approx. 10% identify as being from the Aboriginal and Torres Strait Islander cultural group and approx. 10% are supported in the Special Education Program. Overall our school is a very Multi-Cultural Place, welcoming and accepting to all children and families. This has become a feature of our school and community and the foundation for differentiation.
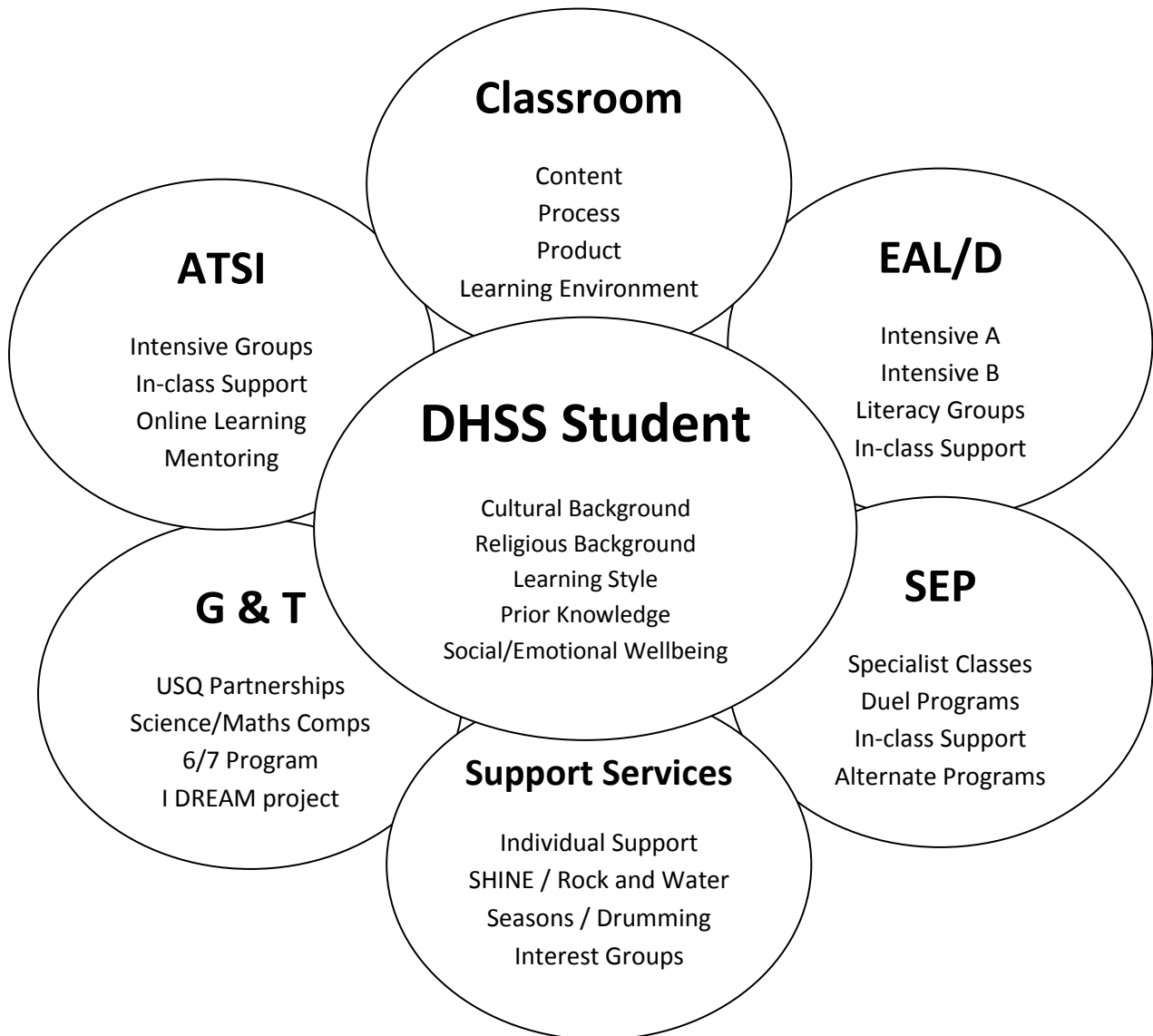
**Definition**

At DHSS "Differentiation" is about catering for all students and planning for their diverse needs. This definition is based on that:

- The teacher is clear about what is essential/fundamental for learning
- The teacher understands, appreciates, and builds upon student differences
- Goals of a differentiated classroom are maximum growth and individual success
- Flexibility is essential
- In the classroom teachers differentiate in four ways (see Differentiation Placemat)

```
                    ┌─────────────────────┐
                    │     Content         │
                    │  What they teach    │
                    └─────────────────────┘
                              ↕
┌──────────────────┐                      ┌──────────────────────────┐
│   Process        │                      │      Product             │
│ How students     │  ←  Differentiation → │ How students demonstrate │
│ learn            │                      │   what they know         │
└──────────────────┘                      └──────────────────────────┘
                              ↕
                    ┌─────────────────────────────┐
                    │   Learning Environment      │
                    │ How the learning is         │
                    │ structured                  │
                    └─────────────────────────────┘
```

**Differentiation in Reality**

## Classroom

Content
Process
Product
Learning Environment

## ATSI

Intensive Groups
In-class Support
Online Learning
Mentoring

## EAL/D

Intensive A
Intensive B
Literacy Groups
In-class Support

## DHSS Student

Cultural Background
Religious Background
Learning Style
Prior Knowledge
Social/Emotional Wellbeing

## G & T

USQ Partnerships
Science/Maths Comps
6/7 Program
I DREAM project

## SEP

Specialist Classes
Duel Programs
In-class Support
Alternate Programs

## Support Services

Individual Support
SHINE / Rock and Water
Seasons / Drumming
Interest Groups

## Classroom Differentiation

**Curriculum intent (content)** — what students need to learn or how the student will get access to the information. This may include: access to information through alternative means e.g. putting text materials on tape or watching a DVD; changing the context to match student interest; finding out what students already know; and will I extend/accelerate students.

**Sequencing teaching and learning (process)** — activities in which the student engages in order to make sense of or master the content. This may include: challenging tiered activities related to the concepts and skills being taught, which provide different levels of support, or complexity; use of assistive technologies; varying the length of time; scaffolding activities; using different delivery modes e.g. auditory, kinaesthetic, visual; and use of peer tutoring.

**Assessment (product)** — Assessment is ongoing teaching and learning, Assessment of learning, and importantly Assessment for learning. The expectations of assessment should remain consistent for all students, however, how the assessment is presented or the amount of time that is allocated for undertaking the assessment may be adjusted to suit the individual needs of students. Some students may require concrete materials or digital technologies.

**Learning environment** — the way the classroom works and feels. This may include: a range of flexible groupings, whole class, small group and individual; materials that reflect student diversity.

## English as an Alternative Language and/or Dialect (EAL/D) Differentiation

**Intensive A** - Maximum number of students is 10 when students are of roughly similar age and ability, however at times, this number may need to be reduced.

Criteria for eligibility:
- newly arrived in Australia
- beginners to English, initially presenting with Band scales Listening 1, Speaking 1, Reading 1, Writing 1

Focusing on skill development in the areas of Listening, Speaking, Reading and Writing through:
- developing basic English communicative vocabulary including instructions, greetings and requests
- identifying letters and sounds
- learning basic sight words
- writing name, basic words and sentences
- basic vocabulary including colours, body parts, days of the week, months of the year
- school routines and procedures, school-specific vocabulary
- basic cultural knowledge

Students may remain in the Intensive A program for up to six months, or they may exit earlier if they have shown appropriate development. Students may also be exited early into another area of support (e.g. Intensive B, Literacy Groups, In-class support) if there is an influx of new students.

**Intensive B** - Eligible students have developed some Standard Australian English and Intensive A concepts but still require intensive support. They are still within their first 12 months of schooling.
They will continue to develop and expand skills to:
- read and write letters and sounds

- read simple texts
- write simple sentences
- increase bank of sight words
- communicate using every day procedural and conversational language

Students may remain in the Intensive B program for up to six months, or they may exit earlier if they have shown appropriate development. Students may also be exited early into another area of support (e.g. Literacy Groups, In-class support) if there is an influx of new students to the group.

**Literacy Groups** – Literacy groups cater for the EAL/D students who are unable to engage in the classroom C2C Literacy program due to their low level English skills. Listening, Speaking, Reading and Writing macro skills are developed. Activities include work on Alphabet, Phonics, Sight Words, Vocabulary work, Spelling, development of Reading Strategies, early Comprehension Skills etc.

**In-class Support** – Teachers and/or Aides support the EAL/D students in class with their C2C work or other classroom work, as directed by/in collaboration with the classroom teacher. Activities and assessment tasks may be modified by the EAL/D Teacher, if required.


## Special Education Program (SEP) Differentiation

**Specialist Classes** – Students with a recognised disability under DETE criteria (ASD, HI, II, PI, SLI and VI) that have significant support requirements are withdrawn for a majority of their education program in small groups with a specialist teacher and teacher aide.  There are classes for P-2, 3-5 and 6-7.  Students in these classes may require adjustments to year level expectations involving learning at a lower level. The SEP teacher is responsible for designing and implementing the program.

**Dual Programs** – Students with a recognised disability who participate in mainstream classrooms but require some of their program in the SEP e.g. English, Maths, Social Skills. SEP teachers collaborate with class teachers to design a program that suits the needs of individual students.  Both teachers are responsible for the design and implementation of the program.

**In-class Support** – A majority of students with disabilities can access the required curriculum when reasonable adjustments are made to teaching, learning and assessment.  These students receive support through specialist teachers or Teacher Aides in the classroom.  SEP teachers provide support to class teachers with identifying appropriate reasonable adjustments.  The class teacher is responsible for designing and implementing the program.

**Alternate Programs** – Students are given the opportunity to attend Denise Kable Courses, an off-site facility, focusing on life skills including, woodwork, cooking, science and art.

## Aboriginal and Torres Strait Islander (ATSI) Differentiation

**Intensive Groups** – Students are withdrawn, under the supervision of the assigned Teacher Assistant, in groups of no larger than four to focus on a particular area of Literacy and Numeracy.  Students will cover incomplete class-work, skills through games, activity sheets or computer based activities.  At the end of each semester, aligned with the formal school reporting process, reports are then made to the teacher on the progress attained in these small groups.

**In-class Support** – The Teacher Assistant is assigned duties to target needs within the classroom of Indigenous children.  This may encompass support or extension through use of computers, games or activity sheets in small group or individual.

**Online Learning** – Extension is provided through the DDSW Dynamic Deadlies community, supervised by Natalie Docherty (Liaison Officer) and Sarah Costigan (on-line teacher).  These are followed up with face to face "Deadly Days" where students interact with Elders of their community and their on-line peers.  Support classes ("Ollie Up") on-line are provided by Sarah Costigan (on-line teacher) and supervised at the school by the assigned Teacher Assistant.

**Mentoring** – Through the use of Indigenous Elders in the community, positive role models from the USQ Centre for Australian Indigenous Knowledges (CAIK) and local high school indigenous students, children would participate in a variety of activities to encourage a celebration of their culture, especially on celebratory occasion such as Harmony Day and NAIDOC week.


## Gifted and Talented (G&T) Differentiation

**USQ Partnerships** – Students are given the opportunity to participate in challenges involving construction with Lego, building bridges and science challenges.

**Science/Maths Competitions** – Students with interest and ability in the areas of Science and Maths are able to participate in the Australian Science Competition and the Australian Maths Competition.

**6/7 Program** – Classes are organised based on ability level.

**I Dream Technology Project** – This program is co-ordinated on-line through the Indigenous Schooling Support Unit, Central Southern Queensland, Sunshine Coast Team.  It is run in conjunction with a number of partnerships including DETE (Dept of Education, Training & Employment), Griffith University, University of Qld, Central Qld University and Qld University of Technology and Aboriginal and Torres Strait Islander communities.

"I Dream" = **I**DENTITY, **D**REAM, **R**ESILIENCE, **E**NGAGEMENT **a**nd **M**E.

Objectives of the "I DREAM" project:
- To improve engagement, retention, and completion of Aboriginal and Torres Strait Islander primary students through developing confidence and self-identity;
- To provide Aboriginal and Torres Strait Islander students with a pathway to higher education through exposure to universities;
- To assist in preparing Indigenous students for participating in the global, web-based economy through developing confidence in utilizing various forms of technology and media.
- To enhance the perception of education within the Indigenous community through the inclusion of Indigenous cultural values in I DREAM activities and the involvement of Indigenous community elders and parents.
- To assist in perpetuating the world's oldest living culture within contemporary Australia.

## Support Services (Guidance, Chaplaincy, SLP, OT, PT) Differentiation

**Individual Support** – Students are referred to the Guidance Officer, Chaplain, Speech Language Pathologist, Occupational Therapist or Physiotherapist who will assess their needs and provide an individual program. Support can be for short periods of time e.g. month or ongoing at regular intervals e.g. weekly for a year.

**Shine** – A program for girls focusing on self-awareness and positive self-image.

**Rock and Water** – A program for boys whereby skills are first taught by way of physical exercise and then transferred to social and mental skills. Students are taught anti-bullying strategies, alternatives to aggressive verbal and physical responses, thinking and being in control, self-respect, self-control and self-confidence.

**Seasons** – A program for students who are dealing with grief.

**Drumming** – The group has helped build confidence among the student's particularly those from refugee backgrounds.

**Interest Groups** – Various groups are created throughout the year to foster student participation and group work in a topic of interest e.g. hip hop dancing, talent quest, environmental club, and film appreciation.

## Student Plans

Every student has the ability to learn and should be able to demonstrate progress in their learning.

The requirements for curriculum provision are specified in the [P–12 curriculum, assessment and reporting framework](#) with additional information provided below.

At DHSS we undertake individual student planning and document support provisions and adjustments where students:

- are provided a lower or higher year-level curriculum than their age cohort — for English and/or Maths or for all learning areas for students in SEP classes (**Individual Curriculum Plan**)

- are not achieving the National Minimum Standards in 1 or more areas of NAPLAN (**Evidence Based Plan**)

- display behaviours that are deemed complex and challenging (**Behaviour Support Plan**)

- are in out-of-home care  (**Education Support Plan**)

- are newly arrived in Australia and require an Intensive Standard Australian English Program for the first 12 months (**EAL/D – Intensive Plan**)

- are EAL/D post 12 months and continue to require additional support to enable them to access the curriculum (**EAL/D – Support Plan**)

- are Aboriginal or Torres Strait Islander and require learning plans focusing on high attendance and achievement (**Individual Learning Plan**)

- have identified health requirements including those requiring specialised health procedures (**Individual Health Plan and/or Emergency Health Plan**)

- have any additional support needs which require an individual plan (**Individual Support Plan**)

All Student Plans will be documented and recorded on OneSchool within Student Profiles under the Support tab.  They will align with academic Semesters and be reviewed prior to the new semester commencing.

| Student Plans | | |
|---|---|---|
| | Support Provisions | |
| Individual Curriculum Plans | EBPs | ESPs |
| | BSPs | IHPs |
| | ILPs | ISPs |
| | EAL/D-I | EAL/D-S |

**NB - All Student Plans require parental approval/endorsement when created as well as when reviewed.**

## Individual Curriculum Plans

ICP's document curriculum decisions which will inform unit planning as well as academic reporting. The following selections are available for each learning area:

| Curriculum Category | Curriculum Access |
|---|---|
| Different Year Level | Accesses the selected Achievement Standard over 1 year |
| Different Year Level – Partial | Accesses parts of the selected Achievement Standard over more than one year |
| Highly Individualised Curriculum | Access the curriculum using the General Capabilities of Literacy and Numeracy |
| Not Participating | Student does not participate in the subject or is exempt eg LOTE |

## Support Provisions

Type 1 - EBPs, BSPs, ILPs and EAL/D-I plans require goals to be written based on student data. This can be around achievement, behaviour, attendance or Standard Australian English. These plans also document the adjustments, strategies, resources and personnel required to achieve the goal.

Type 2 - ESPs, IHPs, ISPs and EAL/D-S plans do not have goals and only document the adjustments, strategies resources and personnel required to support the student access the curriculum.

## Responsibility

Class teachers are primarily responsible for creating and maintaining Student Plans with the help of support personnel.

| Plan | Written by | Support From |
|---|---|---|
| ICP | Class Teacher | |
| EBP | Class Teacher | STLaN |
| BSP | Class Teacher | Behaviour Reference Group |
| ILP | Class Teacher | ATSI Officer |
| EAL/D-I | EAL/D Staff | |
| EAL/D-S | Class Teacher | EAL/D Staff |
| ESP | Guidance Officer | |
| IHP/EHP | Medical Specialist | Student Support Services Team |
| ISP | Class Teacher | Student Support Services Team |

# DHSS Differentiated Classrooms – Teacher Checklist

| Name: | Class: |
|---|---|
| **Key Indicators** | **Notes** |
| **Content: strategies**<br><br>• Meet with smaller groups to reteach/revisit a skill or idea to struggling learners, or extend a group of advanced learners<br>• Find out what students already know about a topic to determine who is more likely to need direct instruction<br>• Use reading materials with different reading levels<br>• Use spelling or vocabulary lists to support student readiness levels<br>• Bloom's taxonomy/De Bono's 6 Thinking Hats<br>• Demonstration, modelling, guided instruction<br>• Q Matrix/Big Idea/inquiry based approaches<br>• Present information as text, graphics, multi-modal<br>• ICT – interactive whiteboards, eLearning, YouTube, Google earth, talking books, digital video cameras<br>• Think-pair-share; jigsaw; hot potato; slip writing | |
| **Process: strategies**<br><br>• Create interest centres that encourage students to explore subsequent topics<br>• Use Multiple Intelligences to design learning experiences that present content in different realms<br>• Vary the length of time that students may have to complete a task<br>• Use tiered tasks that allow students to work according to their level of readiness<br>• Flexible grouping: co-operative learning<br>• Hands on, manipulative materials<br>• ICTs – blogs, web conferencing, chat virtual tours, forums<br>• Negotiated contracts/projects<br>• Assistive technology – large keyboards, mouse balls, voice input software, touch screens, vocalising software, highlighted text | |

# DHSS Differentiated Classrooms – Teacher Checklist 2

| Name: | Class: |
|---|---|
| **Key Indicators** | **Feedback** |
| **Product: strategies**<br><br>• Give students options to present their work and demonstrate their learning in different modes<br>• Provide opportunities for students to work on their own or in small groups to complete tasks<br>• Allow students to participate in and negotiate around assessment to suit their needs, level of abilities and interests<br>• Be explicit with assessment criteria or task descriptors so students can track where they are at<br>• Provide extra time<br>• Work samples, observations, anecdotal notes<br>• Reducing the length of assignment/task | |
| **Learning Environment: examples**<br><br>• Provide flexible learning places that allow for quiet work as well as collaborative work and experimentation, and places to move around<br>• Create an environment for success<br>• Build a classroom that is mindful of students and socio-cultural backgrounds<br>• Use tiered tasks that allow students to work according to their level of readiness<br>• Develop routines that allow students to become independent learners<br>• Environmental adjustments – physical access, location of desks/equipment etc<br>• Provide materials that reflect a variety of cultures and home settings | |