

MAXIMISING EDUCATIONAL OUTCOMES THROUGH

DIFFERENTIATING CURRICULUM

KEY TEACHING STRATEGIES THAT CONNECT WITH EACH
INDIVIDUAL STUDENTS' LEARNING STYLE AND NEEDS

Featuring 18 Case Study
Presentations from:

UNIVERSITY OF SUNSHINE COAST
INGLEWOOD STATE SCHOOL
WHITES HILL STATE SCHOOL
ST BRIGIDS CATHOLIC PRIMARY
VICTORIA POINT STATE SCHOOL
BROOKFIELD STATE SCHOOL
EMMANUEL COLLEGE
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ST PETERS LUTHERAN COLLEGE
FOREST LAKES STATE SCHOOL
UNIVERSITY OF SOUTHERN
QUEENSLAND
MARIST COLLEGE
ST MARGARET'S GIRLS SCHOOL
ANGLICAN CHURCH GRAMMAR
KIMBERLEY PARK STATE SCHOOL
ALBANY HILLS STATE SCHOOL
ARUNDEL PRIMARY SCHOOL
MUDGEERABA STATE SCHOOL

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YOU'LL LEARN POWERFUL PROVEN IMPLEMENTATION IDEAS ON

WHY DIFFERENTIATING IS APPROPRIATE FOR ALL LEARNERS
HOW TO SUCCESSFULLY DIFFERENTIATE CURRICULUM
MANAGING THE DIFFERENTIATED CLASSROOM
PLANNING LESSONS DIFFERENTIATED BY LEARNING PROFILE
USING FLEXIBLE CLASSROOMS AND FLEXIBLE GROUPING
UNDERSTANDING THE NEEDS OF STRUGGLING LEARNERS
BUILDING LEARNING COMMUNITIES TO SUPPORT DIFFERENTIATION
HOW TO DIFFERENTIATE STANDARDS-BASED CURRICULUM
DIFFERENTIATING THE MATHEMATICS AND SCIENCE CURRICULUMS
USING TECHNOLOGY TO SUPPORT DIFFERENTIATED INSTRUCTION
KEY ISSUES FOR PRIMARY AND MIDDLE SCHOOLS
APPROPRIATE ASSESSMENT AND REPORTING
PROFESSIONAL DEVELOPMENT THAT SUPPORTS DIFFERENTIATION

Special Keynote Session

DIFFERENTIATED INSTRUCTION - MAKING IT HAPPEN
HOW TO IMPLEMENT KEY SYSTEMS AND STRUCTURAL CHANGE

John Faragher, Principal, Forest Lakes State School

- What can and usually does go wrong?
- Key features in ensuring your school is ready for differentiated instruction
- Aspects of a successful differentiated learning environment
 - Making the necessary adjustments - teacher time, commitment, funding and staff development

To Register Please Call Debra Mundy in Sydney on 02 9425 7600

Programme at-a-Glance

Why You Should Attend

Differentiated instruction is in reality a more precise way of thinking about teaching and learning at the individual student level. It addresses the needs of learners using curriculum and instruction as the vehicle.

Teachers in differentiated classrooms start with a clear vision of what constitutes powerful curriculum and engaging instruction. They then ask themselves what it would take to modify that instruction so that each learner comes away with in-depth understanding. Essentially teachers accept, embrace and plan for the fact that learners will bring differences to the learning process. In allowing for this reality they ensure that the differentiated classroom connects with the specific learning needs of each individual.

This event has been designed to link the latest brain research to effective teaching practices which have the potential to transform your classroom and provide tailored strategies and learning solutions for different learners. You'll understand how to effectively create a learning environment for all students, from struggling, to grade-average to advanced learners, building on their strengths whilst addressing their areas of weakness.

Whether you are a teacher, principal, staff development co-ordinator or curriculum advisor - whether you are experienced with differentiated instruction or just getting started... when you attend this conference you'll find the teaching strategies you are looking for.

What Can Differentiated Instruction Offer?

Differentiated instruction strategies and practices are doable for most teachers. It is not only a low cost initiative but it invigorates teachers and builds their confidence. In fact most high quality teachers are already engaged in differentiated instruction to some degree. Differentiated instruction works for the full range of students, creates synergy with best classroom practices and requires minimal funding and training to implement. It brings out the student advocate side of teachers, negates tracking students by their ability and gives students an increased sense of school community and a broader range of friendships. Importantly, it makes full inclusion a reality and is the most viable way to help the diverse range of learners in today's schools meet high standards.

DAY ONE 23rd November 2006

0830 - Registration
0900 - Welcome & Introduction

0905 - Session 1
What is Differentiated Curriculum? Why Is It Appropriate for All Learners?
0950 - Session 2
Critical Elements of Dynamic Engaging Curriculum

1035 - Morning Coffee & Biscuits

1050 - Session 3
Beginning the Journey
1135 - Session 4
Strategies for Planning a Differentiated Classroom
1220 - Session 5
Differentiating Based on Student Learning Profiles

1300 - Lunch & Networking

1400 - Session 6
Planning Lessons Differentiated by Learning Profile
1440 - Session 7
Using Flexible Classrooms and Flexible Grouping to Differentiate Instruction

1520 - Afternoon Tea & Biscuits

1535 - Session 8
Understanding the Needs of Struggling Learners
1615 - Session 9
Alternative Curriculum and Timetable Models to Support Differentiation of Curriculum

1655 - Close of Day One

DAY TWO 24th November 2006

0830 - Registration
0900 - Welcome & Introduction

0905 - Session 10
Making it Happen - Avoiding the Pitfalls and Overcoming the Obstacles
0950 - Session 11
Building Learning Communities to Support Differentiated Instruction

1035 - Morning Coffee & Biscuits

1050 - Session 12
Using ICTs to Support and Address Integrated Curriculum, MI and Differentiated Instruction
1135 - Session 13
How to Differentiate Standards-Based Curriculum

1220 - Session 14
Differentiated Middle School Mathematics

1300 - Lunch and Networking
1400 - Session 15
Differentiation for Primary School Learners
1440 - Session 16
Differentiating Science for Middle School Students

1520 - Afternoon Tea & Biscuits

1535 - Session 17
How Do We Know What You Have Really Learned?
1615 - Session 18
Professional Development to Support Differentiation

1655 - Close

NEW STRATEGIES FOR TEACHING ALL CHILDREN

Differentiated Instruction shakes up the one-size-fits-all classroom with a variety of options for taking in information, making sense of ideas, and expressing what has been learned. And, it does this all within a standards-based learning environment.

Importantly, differentiation is based on the belief that students of the same age differ in their readiness to learn, their interests, their styles of learning, their experiences and their life circumstances. The differences in students are significant enough to make a substantial impact on what students need to learn, the pace at which they need to learn it and the support and encouragement they need from their teachers in order to learn it well.

In a differentiated classroom, teachers differentiate content, process and product according to a student's readiness, interest and learning profile. Specifically, differentiated instruction is proactive and highly student-centred.

Ultimately... the bottom line is that differentiating curriculum and instruction is about using teaching strategies that connect with the individual students' learning style and needs. The goal is to provide a learning environment that maximises potential for each individual student.

This leading-edge two day conference program has been designed to address the practical issues of implementing differentiated curriculum and instruction.

It reviews a variety of differentiating strategies that have been proven to work in mixed-ability classrooms; to help you decide what needs to be taught, how to teach it effectively and how to accurately assess what your students have learned. You'll hear 18 case study sessions from Australian teachers who are at the leading-edge of this exciting and important development.

Thursday 23rd November

0830 - Registration and Coffee on Arrival
0900 - Welcome from the Chair

0905 - Session 1 (Keynote)

What is Differentiated Curriculum? Why is it Appropriate for All Learners?

- Understanding differentiated instruction and how the concept responds to what students seek and need
- Using curriculum and instruction as a vehicle to address learner needs
- Elements of curriculum that can be differentiated
- Student characteristics for which teachers can differentiate
- Research in differentiated instruction

Prof. Tania Aspland,
Director of Education Programs,
UNIVERSITY OF SUNSHINE COAST

0950 - Session 2

Critical Elements of Dynamic and Engaging Differentiated Curriculum

Inglewood State School has been involved with the New Basics Curriculum since its beginning in 2000. This session looks at how the school modified their curriculum to promote intellectual engagement and connectedness to the curriculum

- Understanding the building blocks of differentiated instruction
- Differentiating content - what students should and need to know
- How to differentiate the learning process
- Differentiating assessment - what students have learned
- The teachers' role in a differentiated classroom
- Key principles to successful differentiation

Ricky Johnson, HOD, Curriculum,
INGLEWOOD STATE SCHOOL

1035 - Morning Tea and Biscuits

1050 - Session 3

Beginning the Journey - First Steps for Implementing Differentiated Curriculum

This session is a classroom teacher's reflection on how a differentiated curriculum was implemented into her classroom giving all students an opportunity to succeed

- Why implement a differentiated

structure in your classroom?

- The importance of planning
- Establishing a learning environment for differentiation
- Start small - one student at a time
- Having a repertoire of teaching strategies and tools that work for you
- Engaging students in the learning process
- How does a differentiated structure affect your students?

Lyn Hanlon, Year 5 Teacher,
WHITES HILL STATE SCHOOL

1135 - Session 4

Planning and Managing a Differentiated Classroom Originating from the Staged Based Educational Model

- Using a flexible approach to teaching based on students varied needs
- Fostering a strong sense of community with an emphasis on every student's value and growth as a learner
- Working with involved learners who share the responsibility for learning
- Encouraging students to engage in ongoing assessment of their own work

Veronica Lawson, Principal,
ST BRIGIDS CATHOLIC PRIMARY

1220 - Session 5

Differentiating Based on Student Learning Profiles and Multiple Intelligences

Who is sitting in your classroom? What is causing a child to react a certain way? Does my teaching bring out the best in students? Am I prepared to view intelligence from a different perspective to ensure our students reach their potential? These are the questions that we as educators need to ask daily. This implications of Gardner's work for education are extensive. If we accept the idea that individuals have diverse cognitive profiles, then pedagogy, curriculum and assessment will need to change so that students can learn and demonstrate their learning in different ways. We need to create classrooms that are mind-centred instead of content-centred

- What is intelligence?
- Howard Gardner's theory of Multiple Intelligences
- Describing intelligences in students - eight ways of learning
- How smart are you? or How are you smart?
- Positive aspects of using a Multiple Intelligence Program
- Comparing traditional sense to the MI view - what are the benefits?

Kerrith Barwick, Head of Curriculum,
VICTORIA POINT STATE SCHOOL

1300 - Lunch and Informal Networking

DAY TWO

1400 - Session 6

Planning Lessons Differentiated by Learning Profile

While many educators have been encouraged to incorporate instructional differentiation of content, process and product, the equally essential dimension of student traits is often less effectively addressed. Clear knowledge of student learner profiles, interests and readiness levels is essential for planning responsive learning experiences that motivate and challenge. There are many benefits from using a wider interpretation of learner profiles, to include talent, interest, modality, disposition and environment. Using tools to gather student trait information, benefits both the teacher, in their planning of appropriate learning experiences, and the student in their acquisition of self-knowledge and understanding

- Understanding learner traits - learner profile, interest and readiness
- Aspects of a learner profile
- Brain based research - current knowledge
- Diagnosing a student's learner profile, interest and readiness
- Inviting students to tell you what works best for them
- Strategies that support learner profile differentiation

Elizabeth Bullock, Extension & Curriculum Co-ordinator,
BROOKFIELD STATE SCHOOL

1440 - Session 7

Using Flexible Classrooms and Flexible Grouping to Differentiate Instruction

Flexibility recognises individual difference in achievement, ability and personality. Individual students learn at their own pace, respond differently to particular teaching approaches and differ in their ability to think abstractly or understand complex ideas. Differentiated instruction is an approach to teaching that ensures students have multiple options for taking information and making sense of ideas. The model requires flexibility in teaching approaches, adjusting curriculum and the way information is presented to students rather than expecting them to modify themselves to suit the curriculum

- Establishing working groups according to ability
- Using groups to make teaching easier
- Linking learners with essential understandings and skills at appropriate levels of challenge and interest
- Scheduling suggestions and ideas - from the entire class, to small groups to pairs
- Flexible grouping options
- The secret to managing flexible classrooms and keeping track of who is doing what
- Students and teachers as collaborators in learning
- Why flexibility is the key for a successful differentiated classroom

Louise Meredith, Teacher & Mathematics Co-ordinator, EMMANUEL COLLEGE

1520 - Afternoon Tea and Biscuits

1535 - Session 8

Understanding the Needs of Struggling Learners

The characteristics and causation of struggling learners is as diverse as the learners themselves. The emphasis in this session are hands-on strategies that enable the classroom teacher to identify struggling learners and plan learning experiences which meet their needs

- Identifying the reason for each student's lack of progress
- Why the learning profile of a struggling student will change over time
- Finding a student's strengths and using it as a motivator
- Designing learning tasks that build on a struggling learners strengths
- Go for the big ideas, the important issues and relevance
- How to provide encouragement and support to struggling learners
- Using alternative avenues of learning
- Reinforcing legitimate success

Janelle Wills, Literacy Program Officer, INDEPENDENT SCHOOLS OFFICE

1615 - Session 9

Using Alternative Curriculum and Timetable Models to Support Differentiation of Curriculum

Late in 2001, St Peters Lutheran College undertook a strategic review of operations as part of a long term planning exercise. 'The New Horizons Project' as it was titled, identified a number of curriculum related issues. The key stimuli for the actions which followed, related to comments and feedback about the need to better differentiate curriculum to suit the different interests, learning styles and backgrounds of students. Staff met in a series of workshops to determine possible directions for the future. The workshops and resulting recommendations formed the foundations for wide sweeping curriculum change in the college. This session reviews the change process involved from initial survey data to actual implemented changes and solutions. It highlights important strategic issues that are relevant to any school about to embark on a similar journey

- Unitising the curriculum as an aid to differentiated curriculum delivery
- Curriculum documentation within a unitised framework
- Timetable structures that facilitate curriculum differentiation
- Reporting within a differentiated curriculum delivery model

Mike Hennessy, Deputy Head Curriculum and Head of Senior School, ST PETERS LUTHERAN COLLEGE

1655 - Close of Day One

Friday 24th November

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0830 - Registration and Coffee on Arrival
0900 - Welcome from the Chair

0905 - Session 10

Making it Happen - Avoiding the Pitfalls and Overcoming the Obstacles to Implementing Differentiated Instruction

This session looks at the professional, cultural and systemic obstacles facing teachers and schools as they try to implement differentiated curriculum, and aims to work towards developing some possible solutions. Importantly, this session considers how to successfully put in place both school system changes to support differentiated teaching and learning in the classroom and how to establish and implement the most appropriate school structural changes

- What can, and usually does go wrong?
- Some key features in ensuring your school is ready for differentiated instruction
- Aspects of a differentiated learning environment for all students
- Accommodating the necessary adjustments to increase teacher time, commitment, funding and staff development

John Faragher, Principal, FOREST LAKES STATE SCHOOL

0950 - Session 11

Building Learning Communities That Support Differentiated Instruction

- Rethinking school - what do we want to achieve?
- Fostering a strong sense of community with an emphasis on every student's value and growth as a learner
- The differentiated learning environment and school culture
- Leadership issues for differentiating schools and classrooms
- Helping teachers link differentiation to teaching best-practices
- Communicating with parents about differentiated instruction
- Managing and leading change - what you need to know

Dr. Mary Keeffe, Senior Lecturer, UNIVERSITY OF SOUTHERN QUEENSLAND

1035 - Morning Coffee and Biscuits

1050 - Session 12

Using Technology to Support and Address Integrated Curriculum, Multiple Intelligences and Differentiated Instruction

ICTs are having a deep impact on schooling in that teachers are re-conceptualising notions of curriculum and are rethinking pedagogies. Teachers are developing educational practices supported by ICTs that enhance learning and cater for individual differences in student-centred learning environments. ICTs are giving educators the opportunity to explore how curriculum can be viewed from the perspective of different learning styles and multiple intelligences in ways that have been ignored in traditional educational practices. This session looks at how ICTs can be used as a tool to accommodate individual learning styles and advance the notion of differentiated curriculum. It focuses on the following issues

- Understanding the relationship between different learning styles and the use of ICTs
- How ICTs can be used to target individual learning styles and to enhance learning in the classroom
- Some of the tools that students and teachers can use to determine their own learning styles

John Raiti & Br Adrian Story,
ICT Curriculum Support,
MARIST COLLEGE

1135 - Session 13

How to Differentiate Standards-Based Curriculum

St Margaret's Anglican Girls School is a P-12 school with 900 students. In 2003, the school moved towards a philosophy of differentiation provided through cluster grouping, P-3, 4/5, 6/7. Year 4/5 cluster was identified as a student group that needed to have a unique learning program which encourages student independence, personal responsibility and enhanced fundamental competencies. In 2005, the concept of 'core+cluster' and cluster learning and teaching program was introduced for the year 4/5 cluster. This session reviews how the 'core+cluster' program enables a balance between standards and differentiation and the strategies used in implementing the program

- Standards and differentiation - is their a contradiction?
- Employing multiple instructional groups with time variations
- Using learning models to teach the same standard to a range of learners
- Developing assessment practices to support a differentiated curriculum

Angela Drysdale, H/Primary School & Stuart Coppin, Year 4 Teacher,
ST MARGARET'S ANGLICAN GIRLS

1220 - Session 14

Differentiated Middle School Mathematics Instruction and Bloom's Taxonomy

Anglican Church Grammar School have implemented a program of work for Middle School Maths students that allow students to apply Higher Order Thinking Skills to real-life investigations which link the core syllabus requirements of 'know and do' (Blooms revised taxonomy of remember, understand and apply) to providing solutions to real life problems (analyse, create and design). Students are challenged and engaged as they seek to apply their core understandings to an open-ended problem. In each investigation the core maths skills (lower order thinking skills) are tools that allow them to generate information that is used to create or justify a response to a task or challenge (higher order thinking skills). The level of response is determined by how far the students are willing to pursue the possible solution and how well they justify their decision

- Modifying curriculum to explore concrete, representational and abstract concepts
- How Bloom's taxonomy applies to the syllabus - understanding the value
- Making maths fun for the students
- Going beyond mere word problems

Gary Bruce, A/Head of Mathematics - Middle School, ANGLICAN CHURCH GRAMMAR SCHOOL

1300 - Lunch and Informal Networking

1400 - Session 15

Differentiation for Primary School Learners

- Using differentiation to ensure that all students learn foundation skills
- Reading activities to strengthen elementary skills
- Improving writing skills by differentiating on the basis of student interest
- Maths lessons that offer activities at different levels of complexity
- Key ideas that make differentiated instruction work in the primary classroom - creating contracts, tiered assignments and activity packets
- Snapshot of a differentiated classroom

Joanne Duffy, Curriculum Co-ordinator, KIMBERLEY PARK STATE SCHOOL

1440 - Session 16

Differentiating for Effective Science Learning in the Middle School

What matters are not the facts but how you discover and think about them (Richard Dawkins) Professor Dawkins is a scientist, but many educators and philosophers have also espoused this sentiment. The richness of its pedagogical potential has been repeatedly demonstrated. No area of the curriculum captures the natural

curiosity of children more effectively than science learned through problem solving investigations. Doing science, is asking deep questions, observing, experimenting, collecting and analysing data as well as applying critical thinking. As student investigators learn and use the processes of science, they, like scientists, are driven by curiosity and the human desire to understand phenomena. This session illustrates investigative science learning, including ideas for its differentiation to better promote students' curiosity, critical thinking, questioning and their pursuit of deep, scientific conceptual understanding

- Moving towards enquiry-based learning
- Changing standard hands-on science activities into differential problem-based learning opportunities
- Differentiated instruction for a deeper understanding of science at the conceptual level
- How student investigation projects can broaden interest and understanding

Cheryl Capra, Science Co-ordinator, ALBANY HILLS STATE SCHOOL

1520 - Afternoon Tea and Biscuits

1535 - Session 17

Differentiated Assessment - How Do We Know What You Have Really Learned?

- Why assessment instruments need to be flexible
- The relationship of differentiated instruction to assessment and curriculum
- Authentic assessment tools to establish an entry point for each student
- How authentic assessment offers students the opportunity to measure up to the standards that are aligned to the curriculum
- Identifying new ways to assess and evaluate student progress
- Testing students using group discussions, portfolios, skills inventories, assignments and surveys

Liz Langford, Curriculum Co-ord, ARUNDEL STATE SCHOOL

1615 - Session 18

Professional Development That Supports Differentiation

- Skilling teachers for differentiated instruction
- System support for teachers in the academically diverse classroom
- Developing a whole school approach to differentiated instruction
- Examples of PD programs

Gary Lacey, Principal, MUDGEERABA STATE SCHOOL

1655 - Open Forum and Close

