

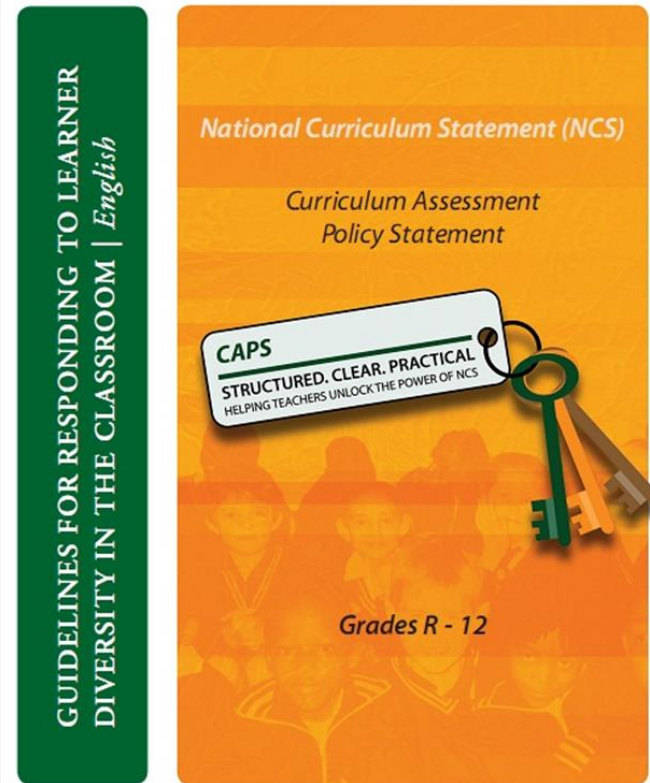
SHORT LEARNING
PROGRAMME MOVING
INCLUSIVE EDUCATION
FORWARD
Curriculum Differentiation

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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



Scaffolding as mediation p54

- Temporary structure erected around a building to support it during the building process.



Scaffolding (Bruner)

- In the classroom new key knowledge can be taught using a different method/strategy
- As the child begins to understand gradually withdraw the help/support
- New knowledge must always be linked to what the child already knows so the existing knowledge is built on.
- It is a set of methods you devise to help the child move from assisted learning to independent learning.

Scaffolding strategies

Curriculum adaptation, corrective teaching, changing teaching/assessment methods multilevel teaching, back tracking, fast tracking, co operative learning, peer tutoring IEP's/ISP's.



Evidence of support:

preparation, learner's books and activities, SIAS support forms, school reports, IEP's

What is differentiation?

Differentiating instruction means changing the

- pace
- level
- or kind of instruction

You provide in response to an individual learners'

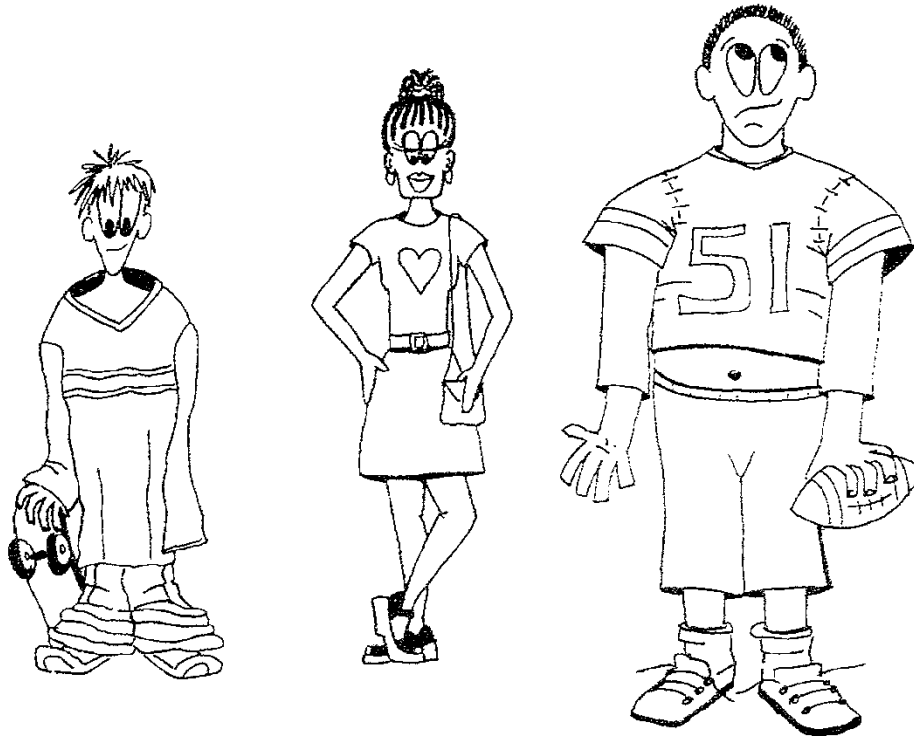
- needs
- styles and
- interests .



Adapt the curriculum

Shown in lesson prep

Figure 0.1. As With Clothing, So With Lessons: One Size Does Not Fit All.



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



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Curriculum differentiation

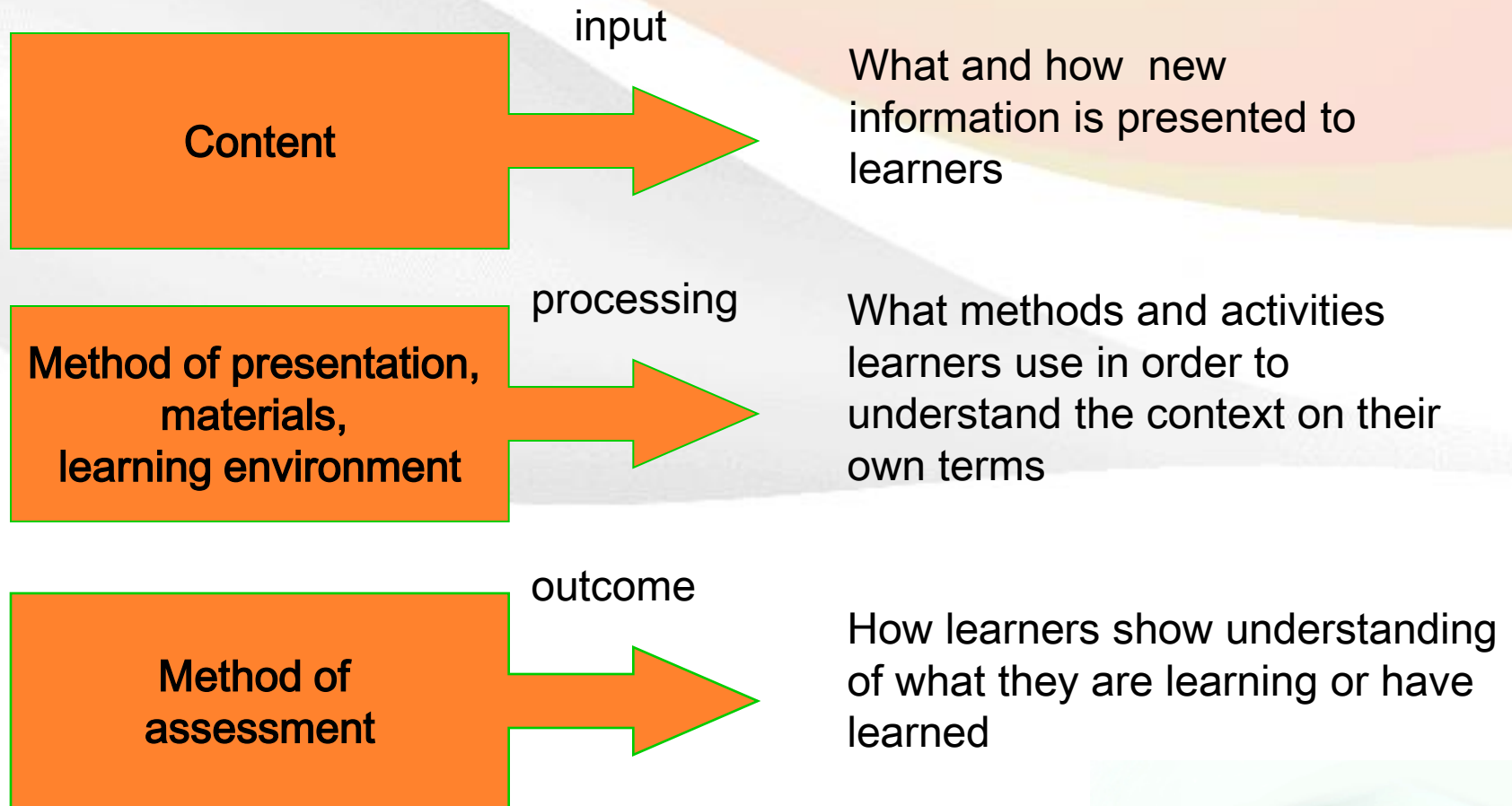
(reflected in lesson planning)

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

Curriculum delivery

a simplified model



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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



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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)



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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

Multi level Teaching p58

- The learners in the class all work on the same topic but at different levels.
- The teacher plans activities according to each child's ability and needs.
- She adapts teaching methods, resource materials and assessment tasks so that all learners can participate in the lesson.
- She does not prepare different lessons.

Guideline questions that can be used to adapt the curriculum p59



1. Can the learner participate in this activity if it is not modified?
2. Can the learner participate in this activity with adapted materials, support or modified expectations?
 - With peer support or extra teacher assistance?
 - Do the learning materials need to be modified or substituted?
 - Do expectations of the activity (amount of work, method of assessment) have to be modified?

If the answer to any of the questions is “no” a parallel activity could be designed to accommodate the specific learner.

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



Individual Educational Support Plan (ISP or ILSP) Unit 2

Separate planning

It is a document/plan/programme drawn up for an individual child or small group of children who:

- are in need of support due to learning and or behavioural difficulties/disabilities
- is based on their unique academic, social and behavioural needs.

Purpose

- To provide a child with disabilities with more specialised or individualised support in school
- To assist a child to progress within the general curriculum
- To allow for some participation in the learning process
- It is a confidential document
- It is not drawn up for every child.
- SIAS training will give more clarification.....

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