

## Whole school approach to differentiated teaching and learning

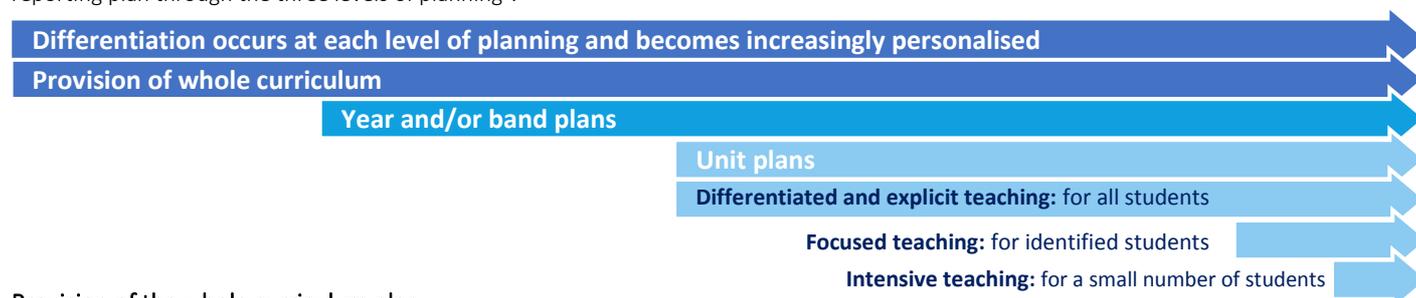
The requirements for differentiated teaching and learning are specified in the *P-12 curriculum, assessment and reporting framework*<sup>1</sup> with additional information provided below. Differentiated teaching and learning relies on a deep understanding of the Australian Curriculum<sup>2</sup>.

Use a whole school approach to differentiated teaching and learning for ALL students.

The diverse<sup>3</sup> learning needs of a school community, cohorts, classes, groups and individuals are identified through the *school data profile* and *assessment and reporting data*.

Analysis of the data informs the provision of the Australian Curriculum articulated in the school's whole school curriculum, assessment and reporting plan through the three levels of planning<sup>4</sup>.

Schools respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous *improvement in student achievement*.



### Provision of the whole curriculum plan

School decisions are mapped in the **provision of the whole curriculum plan** to respond to the diverse needs of the school community and the school improvement focus ensuring:

- effective implementation (teaching, assessing and reporting on) of all eight learning areas and/or subjects<sup>5</sup> and the appropriate implementation approach
- effective resourcing (human and financial) including learning environments, facilities and technology.

### Year and/or band plans

Differentiated teaching and learning is planned in the **year and/or band plans** for each learning area and/or subject in response to the diverse needs of all the students in the cohort and shows:

- effective coverage of the relevant achievement standards in response to assessment and reporting data
- the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence
- whether there are to be multiple opportunities for particular aspects of the achievement standard to be assessed
- flexibility in the choice of resources that supports the delivery of the learning area and/or subject
- the range and balance of summative assessment including the types and conditions suitable for equitable access for all students.

### Unit plans

Differentiated teaching and learning is detailed in **unit plans**, responds to the diverse needs of all students in the class and identifies:

- *assessment and reporting* data to determine starting points for teaching the unit and inform differentiated teaching
- the curriculum, pedagogy and assessment aligned to:
  - the targeted aspects of the relevant achievement standards being assessed
  - the content descriptions targeted for differentiation and explicit teaching, that lead to summative assessment
- formative and summative assessment tasks designed to be inclusive and consider the needs of all students
- adjustments to teaching and learning sequence to meet the needs of all students
- effective pedagogical practices.

Schools may record unit planning decisions in the *OneSchool Curriculum and Assessment* module. Strategies for differentiated teaching may be documented in *OneSchool Unit planning* and in the *Class Dashboard*.

<sup>1</sup>The **bold statements** (in blue) throughout this document are the requirements from the *P-12 curriculum, assessment and reporting framework*.

<sup>2</sup>A deep understanding of the *organisational and structural curriculum elements* supports school decisions about differentiation.

<sup>3</sup>*Inclusive Education*: Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students who identify as LGBTIQ, students living in out-of-home care, students from rural and remote communities, students with disability, students with mental health needs, gifted and talented students, and students with a variety of abilities (cognitive, affective, physical, social and aesthetic) contribute to student diversity.

<sup>4</sup>Additional information about three levels of planning, quality summative assessment aligned to the Australian Curriculum achievement standards, and whole school moderation processes is available in the *P-12 curriculum, assessment and reporting framework*, the supporting document *Assessment and moderation in Prep to Year 10* and the *Assessment and Moderation Hub*.

<sup>5</sup>Australian Curriculum: Student Diversity advice provides information regarding using the Australian Curriculum to meet the learning needs of all students across all educational settings and contexts, without exception.

## Differentiated and explicit teaching: for all students

### Focused teaching: for identified students

### Intensive teaching: for a small number of students

In the context of each unit, differentiation for all students is provided through teaching which becomes increasingly personalised: **differentiated and explicit teaching, focused teaching and intensive teaching.**

Information about differentiation is provided below and the *Process for differentiation unit planning* provides a step by step process for differentiation.

Differentiated and explicit teaching and learning for all students provides adjustments that will not impact the integrity of the unit. These include:

- assessment and reporting data to determine:
  - starting points for teaching the unit
  - the groups and individuals who will require additional support
- key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
- the literacy and language demands
- conditions of the summative assessment task including any adjustments for individual students
- effective pedagogical practices that respond to the specific learning needs of groups and individual students
- the **behaviours leading to learning** that enable specific students to participate
- opportunities to teach metacognition for students to support their own learning
- formative assessments that monitor student progress and provide feedback on student learning
- monitoring tools, such as the *P-10 Literacy continuum* and *Early Start* that track progress and inform the differentiation
- alternative resources that support specific pedagogies
- additional support, which may be ongoing
  - focused teaching for identified students
  - intensive teaching for a small number of identified students
- opportunities for collaboration with support staff.

Within the context of the units being delivered in each learning area and/or subject some students may require focused and/or intensive teaching for short periods of time; those students who are not yet meeting or are exceeding the year or band of years achievement standards may require this for a more prolonged period of time.

**Focused and intensive teaching** acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and the necessary support. Parents/carers are consulted if prolonged additional support is required.

#### Focused teaching for identified students

At the same time as **focused teaching** is being provided, students continue to access the **differentiated and explicit teaching** planned within the context of the unit being provided to the class.

**Focused teaching** for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. This may include:

- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning
- activating prior knowledge by making explicit connections to new learning
- adjusting the literacy and language demands
- providing a variety of instructional methods
- scaffolding tasks.

Following planned **focused teaching** and analysis of formative assessment teachers identify students who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching.

**Focused teaching may be documented in OneSchool in either the Class Dashboard or in the Student Plan module under Personalised Learning.**

#### Intensive teaching for a small number of students

At the same time as **intensive teaching** is being provided, students continue to access the **differentiated and explicit teaching** planned within the context of the unit being provided to the class.

**Intensive teaching for individual students** is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and skills. It includes explicitly teaching discrete understandings and/or skills from particular content descriptions. This may include:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks
- use of assistive technology.

For some students, intensive teaching may be needed for a short period of time to master discrete understandings and skills for extension or enrichment.

**Intensive teaching may be documented in OneSchool in the Student Plan module under Personalised Learning.**

Following interrogation of student responses to the differentiated, focused and intensive teaching that has been provided, a small percentage of students may be identified as requiring a different year or band of years curriculum in some or all learning areas and/or subjects. These students are provided with an *Individual Curriculum Plan* in a reporting period. This will require identifying where students are in the developmental sequence of learning<sup>6</sup>.

<sup>6</sup> Use the scope and sequence of each Australian Curriculum learning area to support this analysis. The Assessment and Moderation Hub includes a sequence of achievement for each learning area that will assist teachers to understand the developmental sequence of learning.