Differentiation Policy
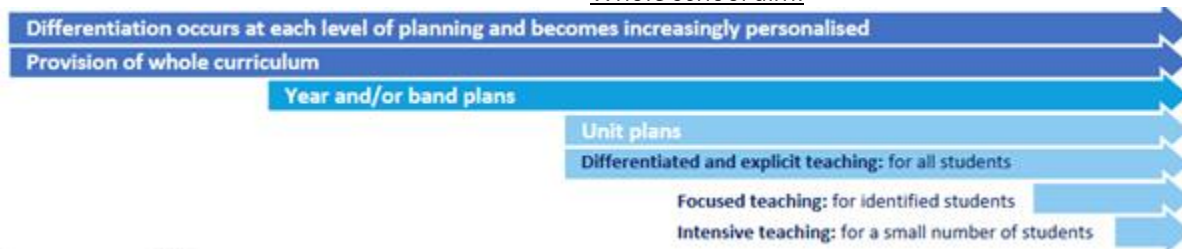
2019

Overview:

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual student. Differentiated teaching and learning relies on a deep understanding of the Australian Curriculum and requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching.

At Aldridge State High School, differentiation supports all students; those who have learning difficulties, have a verified disability, a DDA disability or fall under the category of being gifted and/or talented. Using a whole school approach to differentiated teaching and learning ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.

Whole school aim:

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

- Follow Department of Education Policy: Whole school approach to differentiated teaching and learning
- Use whole school differentiation placemat to cater for all types of learning styles and abilities

Roles & Responsibilities:

Deputy Principal (Spec. Ed):

General	The DP Special Education is responsible for leading the LEC teachers, teacher-aides, students and stakeholders to a shared educational vision focused on providing quality learning outcomes for all students **Refer to roles & responsibilities of Teachers** **Reports for external agencies –** the DP – Spec Ed is responsible for assisting class and LEC teachers to create reports on student progress for external agencies
Learning	**Professional support –** the DP – Spec Ed provides professional development for staff on best practice teaching, differentiation, adjustments, intervention and support for students with a disability/G&T students within a school. **Timetabling** – coordinating the timetabling of LEC classes, teachers and teacher aides. Intervention programs – Speech language programs, social skills, hygiene programs
ICPs & ISPs	**Professional development –** work with curriculum HODs and teachers on requirements for Individual Curriculum Plans. Provide professional development sessions on ICP requirements and differentiation. Provide specific support to class teachers and LEC case managers where required.

	Monitor ICP process – ensure timelines and implementation are on track.
OneSchool	**Contact reporting** – responsible for recording all contacts with parents/carers on OneSchool. **Behaviour reporting** – responsible for recording all observed behaviours and behaviours reported from teacher aides. **Manage AIMS records** **ICP Endorsements**
Educational Adjustment Program (EAP)	**AIMS database** – DP responsible for the maintenance of accurate data in the AIMS database. **REFERRALS** – DP is responsible for organising referral forms for G.O., SLP, OT & Physio referrals as well as prioritising assessments. **NEW VERIFICATIONS** – DP is responsible for working with parents, the Guidance Officer, Speech Language Pathologists, AVTs and paediatricians to complete new verifications. The DP meets with class teachers to gather information for the completion of the criterion 2. **EAP PROFILES** – DP is responsible for the completion of EAP profiles for new verifications. These are complete in consultation with the class teachers.

HODs/Teachers (LEC & Mainstream):
- **Know your students** – interests, motivations, triggers, strengths, difficulties, background and history.
- **Understand the Disability** – implications for learning, communication and behaviours.
- **Be aware of support requirements** – know if there is and Individual Behaviour Management Plan (IBMP) in place, review Individual Support Plan (ISP).
- **Inclusive education teaching practices** – class teachers are responsible for implementing adjustments and strategies that meet the needs of students.
- **Routines/Organisation** – Providing routines, utilising visual supports, organisation of resources, explicit time frames for work completion.
- **Collegial relationships** – Teachers/HODs are responsible for making themselves available to meet with LEC teacher/case manager, DP Special Education and other support staff when required.

Support staff:
LEC and Secondary teacher-aides are responsible for providing support to students with a verified disability as detailed in the LEC support timetable. It is the LEC teacher-aides responsibility to check with the class teacher on whom the verified students are in the classroom.
- **Know your students** – interests, motivations, triggers, strengths, difficulties, background and history.
- **Understand the Disability -** implications for learning, communication and behaviours.
- Be aware of support requirements
- **Student protection –** All staff are responsible for recording student protection concerns and/or disclosures on Oneschool.

*Refer to Differentiation Placemat for further differentiation strategies/checklist (page 4)

Gifted & Talented (Extension Program) Students

"To educate each gifted/talented student in a safe learning environment so that they may develop to their highest potential and become contributing citizens. Gifted students will make academic growth corresponding with their abilities, due to their involvement in appropriately rigorous and challenging educational opportunities responsive to their individual strengths and needs."

For gifted students, who perform well outside the norms of the "typical learner", accomplishing this goal means making adjustments to the pacing, depth and complexity of curriculum and instruction. Gifted education goals align with the district goals for all learners.
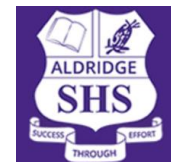
Identification Process for Extension Program Students

Phase 1 – Information Gathering
Step 1 - Nomination of the student – Contact DP – Special Education for initial discussion   • Nomination from Teacher/School staff OR Parent/Guardian   • Students who have already been identified via the Primary School program or been verified Gifted & Talented through previous cognitive testing (e.g. WISC IV) will be automatically included in the program   **Step 2** – Collect/Examine Data   • Past reports   • Standardised Testing (PAT) – All Stanine 8 and 9   • NAPLAN results – Upper 2 bands   • Teacher Observations (refer to G&T checklist)   **Step 3** – Discussion with DP (Gayle) and Extension Program Coordinator (Belle Thiele)   **Step 4** – Discussion with parent/caregiver and paperwork to be signed for further investigation to occur (AGAT/Cognitive)
Phase 2 – Collaboration
• Meeting to discuss AGAT results – students to meet school determined percentile ranking   • Consider all information   • Identify desired learning outcome (see opportunities for Extension Program students below)
Phase 3 – Reports & Recommendations
• Student profile created on OneSchool under support provisions   • Individual Support Plan to be completed by the Extension Program Coordinator   • program

Opportunities for Extension Program Students:

1. Curriculum differentiation- alternative texts, worksheets, variety of learning processes, freedom of choice, grouping strategies
2. Participation in ASHS Extension Program – Impact Projects, group interactions, higher levels of thinking
3. Involved in extra-curricular school based activities- debating, creative writing program, instrumental music, chess, sustainability, university trips
4. Various Academic Competitions
5. Subject acceleration – students who compact subject area content have the opportunity to access different subject areas (Modern History/Biology, Physics) in a higher year level
6. Grade Acceleration/ICP
7. Access university subjects

Aldridge State High School Differentiation Placemat

Process *How students learn*	Environment *How learning is structured*
- Can I tier the activities around concepts and skills to provide different levels of support or opportunities to demonstrate deeper knowledge? - Do I need to vary the length of time students require to grasp a concept either by compacting the curriculum r extending the time frame? - Can I provide opportunities for students to construct and demonstrate knowledge using digital resources and technologies? - Can I scaffold activities or break larger tasks down into smaller tasks? - Can I provide study guides or graphic organisers for targeted students? - Can I modify delivery modes for individuals or small groups? - Can I use peer tutoring?	- Which of a range of flexible grouping; whole class, small group and individual, best suits this concept and skill set? - Have I offered a range of materials and resources – including ICTs to reflect student diversity? - Can I vary the level of class teacher support for some students? - Would activities outside the classroom best suit this concept? E.g. other learning spaces within the school, excursions, camps. - What routines can I put into place to assist students in developing independent and group work skills? - What class structures can be modified e.g. team teaching or shared teaching and timetabling? - Are there additional support provisions from specialists, teacher aide, mentor, etc? - Can I provide visual cues for students e.g. content posters or list of instructions for students to follow?
Product *How students demonstrate what they know*	**Content** *What students need to learn*
- To complete the scheduled assessment task will some students require more/less time? - Can students be extended by communicating the information in more challenging way? E.g. change to authentic audience - Are there students who need the assessment task to be broken down for them? - Will some students need adjustments to the task? E.g. having concrete materials at hand or access to digital technologies? - Will some students need feedback provided more frequently or in a different manner?	- Can I choose a familiar context to help make connections or ill I scaffold to broaden student world knowledge? - What links can I make to real life? - Can I change the context to match student interests? - What prior learning experiences are required? - How will I know what students already know? Which data? Will students complete a Pre-test? - Can I skim over some of the content or miss it completely? - How will I extend those students who already have this knowledge? - Will I accelerate students?

*Based on Maker Model (1992) and Tomlinson