



## Differentiation for ALL Students

### DIFFERENTIATION

In almost every classroom, there is a wide range of learner abilities, interests and needs. Students differ in their approaches to learning, their levels of prior knowledge or their readiness for learning e.g. on entering school some students can already read, some are learning to recognise letters while others have not yet realised the connection between symbols (letters) and their sounds.

**Differentiation** is the process of tailoring the instruction or activities to suit the varied learners in the classroom, including those who are advanced, needing extra support or have English as a second language. At Pialba State School, teachers differentiate using the Maker Model of Differentiation.

Through Pialba State School's Moderation and Planning, teachers collaboratively adjust the content, the process, the product and/or the environment to make a best fit for each individual student in the classroom.

At Pialba emphasis is placed on providing appropriate challenges for students. If the work is too hard, students become anxious and frustrated. If the work is consistently too easy, students become bored and disengaged.

Teachers differentiate within their own class. Students are differentiated according to their level of skill and understanding. Instruction and activities are planned to address specific individual's learning needs.

Pialba State School's differentiation is managed within our Inclusion Framework.

Through the provision of a differentiated curriculum, gifted learners are stretched beyond their "comfort zones".