## Table of Contents

Purpose ........................................................................................................................................ 5  
Visions and Values .......................................................................................................................... 5  
Why do we need this document? .................................................................................................... 5  
Objectives for students who are high achievers or have potential for high achievement: .......... 6  
Objectives for students who require social and academic support to ensure they reach their potential: ........................................................................................................................................ 6  
  
Learning Support .......................................................................................................................... 6  
Special Education Programs ......................................................................................................... 7  
The English Second Language ....................................................................................................... 7  
WHAT is Differentiation? ............................................................................................................... 9  
WHY do we think we need to differentiate? ................................................................................. 9  
WHOM do we differentiate for? ...................................................................................................... 9  
WHEN is the best time to differentiate? ....................................................................................... 9  
WHERE do I record my differentiation? ...................................................................................... 9  
HOW do I differentiate for my students? Which resources do I refer to? Which strategies do I use? ........................................................................................................................................ 10  
HOW DO WE PLAN AT WINDSOR .......................................................................................... 10  
  
Content – ..................................................................................................................................... 10  
Process – ...................................................................................................................................... 10  
Product - ...................................................................................................................................... 11  
Environment .................................................................................................................................. 11  

KNOW THE CURRICULUM INTENT? ....................................................................................... 14  

KNOW YOUR STUDENTS ........................................................................................................ 17  
  
How do I get to know my students? ........................................................................................... 17  
Learning Profile Tools ................................................................................................................ 17  
Pre-assessment Tools.................................................................................................................. 18  
What does the student data say? ................................................................................................. 18  

VARY THE PATHWAYS – THE HOW – surfboard ................................................................... 22  
  
Enrichment activities provided by the school community: ....................................................... 23
RESOURCES
Interest Inventory
Multiple Intelligence Test (Prep – 3)
Multiple Intelligence Test (Yr 4-6)
FLOWER (Curriculum Intent)
KNOWING YOUR STUDENTS (Pre-assessment)
SURFBOARD
  Surfboard Support
  Curriculum Adjustments
Tiered tasks – How to...
Developing a Tiered Activity
Example of Question Constructs
Blooms Critical Thinking Cue Questions
Complexity Cards
Abstractness Cards
DIFFERENTIATION

Is a teacher’s active response to...

Learner Differences

READINESS  INTEREST  LEARNING PROFILE

Guided By

Principles of Effective Differentiation

Quality Curriculum  Flexible Grouping  Ongoing Assessment  Respectful Tasks  Building Community

Applied to

Elements of Curriculum and Instruction

CONTENT  PROCESS  PRODUCT  ENVIRONMENT

Through the use of

INSTRUCTIONAL STRATEGIES

Tiering  RAFT’s  Learning Contracts  Graphic Organisers  Independent Studies

Learning/Interest Centres  Anchor Activities  Interest Groups  And numerous others...
Purpose
We provide our students with an inclusive and caring learning environment that enables all students to develop socially, emotionally and academically, and to achieve individual success. The intent of this document is to advise teachers, parents and the wider community of how we will support individual student achievement.

Visions and Values

Our core values are: RESPECT FOR SELF, OTHERS & SCHOOL

The values are evident in our students when they are: • engaging in their learning, • behaving in accordance with the School’s Code of Behaviour, • representing the school with pride.

Why do we need this document?
The P-12 curriculum, assessment and reporting Framework established by The Queensland Government outlines the requirements for Education Queensland Teachers to follow and implement.

- Provide students with the required curriculum
- Assess, monitor and capture students achievement
- Set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning.
- Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community.
- Keep parents and students informed of the student’s achievement throughout their schooling.

The Windsor State Schools Curriculum Provision Policy will support these standards and therefore guide teachers in ensuring all students are learning to their potential. This document has templates and resources to help teachers differentiate the curriculum for the students in their class.

Policy
This policy serves students who require modification and extension, their educators and parents/carers. It establishes our shared responsibility to ensure that these students are provided with opportunities to develop their abilities and to meet their potential for outstanding achievement, whilst nurturing the holistic development of these students.
Windsor aspires to:
  • personalise all learning so students can maximise their success at school
  • provide specific and precise assistance with targeted programs and pedagogy for all including gifted students
  • be flexible enough to accommodate the individual learning needs of different students through high levels of professional learning for all.

Objectives for students who are high achievers or have potential for high achievement:
Windsor State School adopts Education Queensland’s ‘Whole school approach to support student learning’. Our school commitment to the education of students who are gifted will be demonstrated by:
  • A greater awareness of the prevalence and specific needs of students who are gifted
  • The identification of all students who are gifted regardless of their ethnicity, location, disability, gender or economic status
  • meeting the specific needs of students who are gifted therefore improving their learning outcomes
  • Cooperation and collaboration among teachers, parents/carers, students, education administrators and the community to ensure students who are gifted have opportunities to develop their abilities.

Objectives for students who require social and academic support to ensure they reach their potential:
Learning Support
  • Windsor State School provides support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. A small number of students may require frequent individual behaviour support.
  • Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge.
  • Students with a severe disability may require intensive teaching that is highly individualised, comprehensive and ongoing for the period of their entire schooling. Teachers base this highly-individualised curriculum on the F (Prep) to Year 12 curriculum with significant adjustments and use the Australian Curriculum General Capabilities to adjust the learning focus of the learning area content.
Special Education Programs
- For these students, intensive teaching addresses the individual nature and acute impact of barriers to learning and participation; and may require a multi-disciplinary team approach. (Also refer to Curriculum provision to students with disability and the Disability Policy site.)

English Second Language
- Some EAL/D learners in their first 12 months of Australian schooling may require an intensive Standard Australian English (SAE) language teaching program which aims to develop sufficient proficiency in Standard Australian English to enable EAL/D learners to access the curriculum for their age cohort.
Why is Differentiation Important?

To cater for the diverse learning needs of all so all children achieve or surpass curriculum expectations.

- Cater for their interests – create a love of learning
- Opportunity to reach potential
- Inclusive
- Engaged learning/limits behavioural issues
- Accommodate for diverse needs and interests
- Professional Responsibility
- Reach every child's potential
- Self Esteem of children
- Self awareness of student goals
- Motivate students
- Children can have a sense of achievement
- Children can work to their strengths
- Children can work at own level

Success for all

Why is Differentiation Important?
WHAT is Differentiation?
Differentiation is providing learning experiences for all students. It is knowing each student’s learning capability, knowing the curriculum’s intent and objectives and then varying the pathways of our teaching.

1. Curriculum Intent
2. Knowing your students
3. Varying the Pathways

WHY do we think we need to differentiate?
When learning tasks are consistently too hard, students become anxious and frustrated. When learning tasks are consistently too easy, boredom results. Both boredom and anxiety inhibit a student’s motivation to learn and can eventually harm achievement as well. Children already come to school differentiated. Students in today’s classrooms represent a broad range of academic readiness, interests, learning profiles, modes of learning, and cultures. To maximize the potential for each learner, educators need to meet each child at his or hers starting point and ensure substantial growth during each school term.

WHOM do we differentiate for?
The obvious students are those who require modifications or extension of the regular curriculum. But, differentiation is for ALL students as ALL students can be presented with differentiated pathways in a classroom that cater for learning styles, interests and other needs.

WHEN is the best time to differentiate?
Differentiation can be formal or informal. It can be as simple as providing blue paper for those with Dyslexia or following a negotiated project with a gifted student. The answer is; know your students via student interest inventories, multiple intelligence surveys and learning style preference surveys and adjust your teaching to reach your students. These are available in the appendices.

WHERE do I record my differentiation?
Known as the ‘Surfboard’, this is a ‘snap shot’ of your class. This is used to highlight ‘how’ and ‘what’ teachers are differentiating and for whom. There are support documents that provide suggestions teachers can use.
HOW do I differentiate for my students? Which resources do I refer to? Which strategies do I use?

- Resources
  - Do Teaching and Learning Template (Flower)
  - Learner Profile and Pre-assessment Template (Knowing your students)
  - Surfboard Mat (for Key Learning Areas)
  - Surfboard Support (Extra ideas – also Incorporated into surfboard AND C2C unit planner)
  - Tiered Task Template

HOW DO WE PLAN AT WINDSOR

Planning at Windsor is a team process. Each month, year levels meet to discuss and reflect on curriculum units. To ensure efficient, effective and easy differentiation, we have developed a sequence and created planning tools for all teachers to use.

‘Planning for differentiated instruction’ by Carol Ann Tomlinson suggests that differentiation involves careful consideration of student characteristics, curricular elements and instructional strategies. Teachers must coordinate these three components with an eye towards increasing student understanding and engagement with the material being studied. This along with the four elements of CONTENT, PROCESS, PRODUCT and ENVIRONMENT will increase the likelihood that each student will learn as much as possible, as efficiently as possible. The following has been taken from the above book.

**Content**

The content refers to what a student should come to know, understand and be able to do as a result of what is taught. We as teachers must ask four questions

1. What matters most here?
2. What is the subject mostly about?
3. What will be of value to my students?
4. What must I share with them to help them relate this subject to their own lives?

Once the essential knowledge, understandings and skills of a unit are clear, the teacher can focus on HOW the student will access this information.

**Process**

Process is often synonymous with ‘worthwhile activities’ The student stops being the consumer and starts making deep meaning through the alternative activities designed for their level of understanding.

The process is the **HOW** the teacher will deliver the content to the students.
**Product -**
A product is a means by which students demonstrate what they have come to know, understand and be able to do.

It refers to a major or culminating demonstration of student learning that comes at the end of a long period of learning.

**Environment**
This is the visible and invisible classroom structures that enable the teacher and students to work in ways that benefit both the individual and class as a whole.

The teacher’s guiding question is: What can I do to allow students of varying readiness levels and modes of learning, to grow most fully in this place?

A flexible learning environment is best for differentiated learning.

By using the Do T&L (Do teaching and learning) we are able to brainstorm the key ideas and focus of the units being taught. We use this along with knowledge of our students to prepare pre-assessment and plan modified activities. Differentiating is as easy as 1, 2, and 3.

1. Know the Curriculum Intent via the Do T&L
2. Know your students through Learner Profiling – This includes pre-assessment
3. Varying the pathways – Complete the Surfboard – consult the lights!
The knowledge and skills students need to explore, learn, apply and master.
* Pre-Assessment
* Vary levels of questioning
* Vary frequency of exposure
* Know student readiness levels
* Acceleration and compacting

The lessons and activities or alternative ways students learn the content.
* Flexible Groupings
* Learning Behaviours - Independent or cooperative
* Vary duration or pace
  * Tiered Tasks
* Graphic Organisers to present information
* Multiple Intelligence choice
* 6 Thinking Hats
* Blooms Taxonomy
* Productive Pedagogies

The 'END' product or documented evidence of learning called Summative Assessment
* Varying mode for presenting information
* Varying duration/pace of tasks
  * Tiered Tasks
* Flexible Groupings to complete tasks
* Negotiated Assessment to suit needs, interests and abilities.
* Self Monitoring using explicit criteria and rubric
* Student Self Assessment and Reflection.

The PHYSICAL space of the classroom and how it looks and influences feeling.
* Cooperative Learning
  * Independent Learning
* Flexible Groupings
* Peer Tutoring
* Supportive Classroom
* Intellectual Peer Grouping
* Acceleration to other class groups
* Varied use of ICT's.
Know the Curriculum Intent
1. KNOW THE CURRICULUM INTENT?

In order to differentiate effectively we must have a good understanding of the ‘big ideas’ of the unit to be taught.

- What are the ‘common understandings’ that I would like all students to gain?
- What are the core concepts that will drive my delivery?
- Accessing the content descriptors, developing a clear understanding of the assessment tasks and the achievement standard are all integral in determining a clear direction of the unit.

Although students will present with differing skill and process levels, the ‘big ideas’ are the same for all and will form the overarching curriculum intent.

The Do Teaching and Learning (Do T&L) flower has been designed for you to complete at the beginning of each unit. Each ‘petal’ has a focus essential to understanding the curriculum intent.

1. **Curriculum Intent**: What is the relevant prior curriculum? What do my students need to know? What are the Achievement standards? What are the Content Descriptors?

2. **Assessment**: What are my students being asked to do? What are the formative/summative assessments? How do I monitor student learning?

3. **Feedback**: What are the misunderstandings & misconceptions? How and when will I give feedback? How will the students self-assess & reflect?

4. **Making Judgements**: How do I know how well my students have learned? What is the achievement standard working towards?

5. **Sequenced Teaching and Learning**: What are the key concepts/models of teaching in the teaching sequence? Outline the Learning Intentions for lessons in advance & build on the previous ones to show scaffolding e.g. W.A.L.T = we are learning to....
The Big Idea for this unit is? (Purpose)

Curriculum Intent: What is the relevant prior curriculum? What do my students need to know? What are the Achievement standards? What are the Content Descriptors?

Assessment: What are my students being asked to do? What are the formative/summative assessments? How do I monitor student learning?

Feedback: What are the misunderstandings & misconceptions? How and when will I give feedback? How will the students self-assess & reflect?

Sequenced Teaching and Learning: What are the key concepts/models of teaching in the teaching sequence? Outline the Learning Intentions for lessons in advance & build on the previous ones to show scaffolding e.g W.A.L.T = we are learning to....

Making Judgements: How do I know how well my students have learned? What is the achievement standard working towards?

See appendix ___ for larger version
Know your students
2. KNOW YOUR STUDENTS

The reason why we need to know our students is obvious. Getting the best from our students can be a difficult task. If we know how a student learns or what makes them excited, we are a step closer to ensuring many things:

- Motivation to learn
- Focus - hence learning and reduction in behaviour problems
- Participation - hence learning, and seeing a productive classroom
- This will ensure individual results and growth

How do I get to know my students? Through Learner Profiling...

The learning profile refers to a student's preferred mode of learning.

- Some students learn best when they collaborate with peers, some when alone.
- Some need to see the big picture of the thinking behind what they are learning before the parts make sense, while others love to gather bits of learning and construct meaning.
- Some students are more efficient when they do analytical tasks and others when they work on practical applications of ideas.
- Some students thrive on individual accolades and others on group commendations

In essence, the teacher attempts to provide ways of learning that makes the learning journey of each student more efficient and effective

Learning Profile Tools

- Learner Profile Cards
- Surveys / Questionnaires
  (Visual/Auditory/Kinaesthetic Learning Styles, Multiple Intelligences)
- Year 1-3 Multiple Intelligence Quiz
- Year 4-6 Multiple Intelligence Quiz
- Student Interviews/conferences
- Student Profiles
- Class Discussions
- Letter to the teacher
- Goal Setting Activities
- Presentation about self/family
- Self-Reflection Activities
- Learning Logs
- Getting to know you games
Pre-assessment Tools

- Standardised tests
- Summative ‘end of unit’ tests
- Analysis of student folios
- Open diagnostic task/questioning
- Student product and work sample
- Graphic organisers egg KWL, mind maps
- Teacher observation and checklists

- Student demonstration
- Class discussion
- Writing prompts and samples
- Drawing related to topic
- Picture interpretation
- Surveys/questionnaires
- Student interviews
- Reflection journals
- Self-evaluations

What does the student data say?

1. Design and perform a pre-assessment using the DoT&L Flower to identify what students already know about the topic.
2. Choose pre-assessment tools
3. Analyse the data
4. Set learning goals
PRE-ASSESSMENT TOOLS

Summative Assessment (end of unit)
* Analysis of student folio
* Open tasks/questioning
* Work Samples
Graphic Organisers - KWL, mind maps
* Teacher Observation
* Student demonstration
* Class discussions
* Writing prompts/samples
* Drawing related to topic or question
* Surveys/questionnaires/inventories
* Reflection and prediction journals

LEARNING PROFILING TOOLS

HOW DO I GET TO KNOW MY STUDENTS?
* Surveys/questionnaires
  Learning Styles
Multiple Intelligences
* Student Interviews
* Class Discussions
* Letter to the Teacher
* Goal Setting Activity
* Learning Logs
* Self-Reflection Activities
Once you know the curriculum intent & your learners you can ....

Pre-Assessment

Whole Class Overview

Student 1
Student 2
Student 3
Number Correct
Number incorrect

Misconceptions

What did the results reveal?

Goals

Class, groups and individual goals and targets.
Vary the pathways
3. VARY THE PATHWAYS – THE HOW – surfboard
By using your knowledge of the Curriculum, by knowing your students, how they learn, what they currently know about the topic you can make informed decisions about differentiation. Use these questions to assist:

1. **What do you students already know?** (Make flexible groupings from teacher judgements about student’s pre-assessment data).
2. **What was or might be grasped quickly?** (teach at faster pace)
3. **What misconceptions/misunderstandings do I need to take into account?** (scaffold thoroughly, provide multiple opportunities, vary strategies and learning styles)
4. **What part of the curriculum can be compacted?** (core curriculum is reduced to skills and content areas not already mastered)
5. **Which parts will be taught to the whole class, small groups through ‘whole – part – whole’ or individuals.**

**Enrichment activities provided by the school community:**

- **Mini Festivals** – Students in Years 3-5 are selected to participate in either: Mini Thinkers, Mini Science or Mini Writers Festivals. This is a 4 week program where students engage in hands on learning.
- **Maths Olympiad**- Maths Olympiad is an Australasian Maths competition where students questions over a 12 month period. Students within the Academy class participate within this program.
- **Mathematics Challenge for Young Australians (MCYA)** – A problem solving challenge including topics such as polyominoes, arithmetricks, polyhedral, patterns and divisibility.
- **ICAS Competitions (Reading, Writing, Spelling, Science, Maths)**- Students are given opportunities to participate in these competitions.
- **Kelvin Grove High Achievers** - 8 week program for students in years 6 and 7 who have a particular interest in these learning areas. These days focus on Maths, Science, English, The Arts and Technology challenges
- **Wavell State High Literacy Olympics and Science/Maths/Technology Challenge –**
- **CREST (CREativity in Science and Technology) CSIRO challenge** - CREST students undertake real-life open-ended science and technology research projects. CREST enables students to develop an appreciation of science and technology research and can inspire students to take up further studies in science and engineering. The projects are offered at different levels and provide challenges for all abilities and at
both primary and secondary school. Students who complete a CREST project are rewarded with a certificate and at some levels a medallion from CSIRO.

- **STEM conference and project** - The Kids’ S.T.E.M. Convention is an exciting opportunity for students in Years 6-9 to experience and participate in a conference of scientific, technological, engineering, and mathematical learning. The students apply their learning through real life investigative inquiries and present their learning to peers and academics.

- **Debating** – Year 5 and 6.

- **Online Learning Projects** – Students are invited to participate in online learning projects throughout the year e.g. Project U2B, including accelerated programs.

- **Queensland Academies** – Young Scholars, Online Courses and other workshops/conferences.

- **OPTI minds** – This is a creative thinking program for students in Years 4-6. It runs over

- **Research Projects** - Student driven and independent

- **Extracurricular activities** - chess, dance, music
Resources
Interest Inventory

Name: _____________ Date: ________

1. My birthday _________________________

2. My favourite animal is __________________ because __________________________

3. My favourite colour is _____________________________

4. The best book I ever read was _____________________________

5. My favourite sport is _____________________________

6. When I have free time, I _____________________________

7. My favourite television program is __________________________________________

8. The movie I enjoyed most was _____________________________

9. The day of the week I like best is ______________ because ________________

10. The person I admire most is __________________ because __________________

11. Reading is _____________________________

12. I like to read stories about ________________________________

13. The subject in school I like best is _____________________________

14. The subject in school I don't like is ______________________________

15. My hobbies are _____________________________
16. I am going to be a __________________ when I grow up because ____________________

17. If I had three wishes, they would be:

1. __________________
2. __________________
3. __________________

18. My favourite food is __________________________________________________________

19. My favourite music is ________________________________________________________

20. My favourite radio station is __________________________________________________

21. If I could go anywhere in the world, I’d go to ___________ because ___________________

22. If I could do anything I wanted to do, I would ________________________________

23. My favourite pizza toppings are ________________________________________________

24. The best part of my summer was ______________________________________________

If there is anything else that you would like me to know about you, please write it on the back.
Name:____________________  Date:_______

Theory of Multiple Intelligences (P-3)

Use a highlighter to mark all the statements that are TRUE for you!

<table>
<thead>
<tr>
<th>Verbal/Linguistic</th>
<th>Logical/Mathematical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is easy for me to say what I think when I am in an argument or a Socratic Seminar.</td>
<td>• I can add or multiply quickly in my head</td>
</tr>
<tr>
<td>• I enjoy listening to a good speech or lecture.</td>
<td>• I like working with calculators and computers.</td>
</tr>
<tr>
<td>• I get annoyed when I hear an argument or statement that does not make sense to me!</td>
<td>• I like to work on puzzles and play math games.</td>
</tr>
<tr>
<td>• I am good at finding the meaning to words.</td>
<td>• I often see patterns and relationships between numbers faster than others.</td>
</tr>
<tr>
<td>• I like to study the structure of languages. I enjoy learning other languages.</td>
<td>• I like to work with numbers and math figures.</td>
</tr>
<tr>
<td>Total__________</td>
<td>Total__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Intrapersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am sensitive and aware of other people’s expressions on their faces.</td>
<td>• I am usually aware of the expressions on my face.</td>
</tr>
<tr>
<td>• I am sensitive to the moods of others.</td>
<td>• I stay in touch with my moods. I have no trouble identifying what mood I am in.</td>
</tr>
<tr>
<td>• I have a good, clear sense of what other people think of me.</td>
<td></td>
</tr>
<tr>
<td>Total______</td>
<td>Total ____</td>
</tr>
</tbody>
</table>

Appendix 2
<table>
<thead>
<tr>
<th>Visual/Spatial</th>
<th>Bodily/Kinaesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I would rather draw a map for someone rather than give them verbal directions somewhere.</td>
<td>- I pick up new dance steps very quickly.</td>
</tr>
<tr>
<td>- I always know north from south no matter where I am.</td>
<td>- Learning to ride a bike or learning to skate was easy for me.</td>
</tr>
<tr>
<td>- I always understand directions that come with new gadgets or appliances.</td>
<td>- My sense of balance and coordination is good.</td>
</tr>
<tr>
<td>- I can look at an object one way and picture what it would look like turned sideways or backwards.</td>
<td>- I enjoy building models or sculpting things.</td>
</tr>
<tr>
<td><strong>Total ______</strong></td>
<td>- I am good at athletics.</td>
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<table>
<thead>
<tr>
<th>Musical</th>
<th>Naturalist</th>
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<tbody>
<tr>
<td>- I can play or I used to play a musical instrument.</td>
<td>- I love to go walking in the woods and looking at trees and flowers.</td>
</tr>
<tr>
<td>- I can associate music with the mood I am in.</td>
<td>- As an adult, I'd like to live in the country.</td>
</tr>
<tr>
<td>- Life seems empty without music in it.</td>
<td>- I like to collect things such as rocks, sports cards, and stamps.</td>
</tr>
<tr>
<td>- I often connect a piece of music with some event from my life.</td>
<td>- I like gardening and growing plants.</td>
</tr>
<tr>
<td>- I like to hum, whistle, and sing in the shower or when I am alone.</td>
<td>- I like learning the names of living things in my environment like trees and flowers.</td>
</tr>
<tr>
<td><strong>Total _____</strong></td>
<td>- If something breaks, I look around me for see what I can find to fix the problem.</td>
</tr>
<tr>
<td></td>
<td><strong>Total _____</strong></td>
</tr>
</tbody>
</table>
Where are your STRENGTHS?

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Total</th>
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<td></td>
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</table>
The Theory of Multiple Intelligences (4-7)

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part jot down a “T”. If it doesn’t mark and “F”. If the statement is sometimes true, sometimes false, leave it blank.

1. _____ I’d rather draw a map than give someone verbal directions.
2. _____ I can play (or used to play) a musical instrument.
3. _____ I can associate music with my moods.
4. _____ I can add or multiply quickly in my head.
5. _____ I like to work with calculators and computers.
6. _____ I pick up new dance steps quickly.
7. _____ It’s easy for me to say what I think in an argument or debate.
8. _____ I enjoy a good lecture, speech, or sermon.
9. _____ I always know north from south no matter where I am.
10. _____ Life seems empty without music.
11. _____ I always understand the directions that come with new gadgets or appliances.
12. _____ I like to work puzzles and play games.
13. _____ Learning to ride a bike (or skate) was easy.
14. _____ I am irritated when I hear an argument or statement that sounds illogical.
15. _____ My sense of balance and coordination is good.
16. _____ I often see patterns and relationships between numbers faster and easier than others.
17. _____ I enjoy building models (or sculpting).
18. _____ I am good at finding the fine points of word meanings.
19. _____ I can look at an object one way and see it turned sideways or backwards just as easily.
20. _____ I often connect a piece of music with some event in my life.
21. _____ I like to work with numbers and figures.
22. _____ Just looking at shapes of buildings and structures is pleasurable to me.
23. _____ I like to hum, whistle, and sing in the shower.
24. _____ I’m good at athletics.
25. _____ I’d like to study the structure and logic or languages.
26. _____ I’m usually aware of the expressions on my face.
27. _____ I’m sensitive to the expressions on other people’s faces.
28. _____ I stay in touch with my moods. I have no trouble identifying them.
29. _____ I am sensitive to the moods of others.
30. _____ I have a good sense of what others think of me.
Place a checkmark by each item, which you marked as "True." Add your totals. A total of (four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Logical/Math.</td>
<td>Musical</td>
<td>Spatial</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
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<table>
<thead>
<tr>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body/Kinaesthetic</td>
<td>Intrapersonal</td>
<td>Interpersonal</td>
</tr>
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<td>6</td>
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<td></td>
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</tr>
<tr>
<td>24</td>
<td></td>
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</tr>
</tbody>
</table>

**Linguistic** - using words effectively. You have highly developed auditory skills and often think in words. You like reading, playing word games, making up poetry or stories. You can be taught by saying and seeing words, reading books with others.

**Logical/Mathematical** – You enjoy reasoning, calculating, thinking conceptually, abstractly and are able to see and explore patterns and relationships. You like to experiment, solve puzzles, and ask cosmic questions. You can be taught through logic games, investigations, and mysteries. You need to learn and form concepts before they can deal with details.

**Musical** – You show sensitivity to rhythm and sound. You love music, but are also sensitive to sounds in your environments. You may study better with music in the background. You can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time.

**Visual-Spatial** – You think in terms of physical space, as do architects and sailors. You are very aware of your environments. You like to draw, do jigsaw puzzles, read maps, and daydream. Tools include models, graphics, charts, photographs, drawings, 3-D modelling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

**Bodily-kinaesthetic** – you use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. You like movement, making things, touching. Tools include equipment and real objects.

**Intrapersonal** – (understanding one's own interests, goals). You tend to shy away from others. You’re in tune with your inner feelings; have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. You can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

**Interpersonal** – (understanding, interacting with others). You learn through interaction. You have many friends, empathy for others, street smarts. You can be taught through group activities, seminars, and dialogues.
The Big Idea for this unit is? (Purpose)

Curriculum Intent: What is the relevant prior curriculum? What do my students need to know? What are the Achievement standards? What are the Content Descriptors?

Assessment: What are my students being asked to do? What are the formative/summative assessments? How do I monitor student learning?

Feedback: What are the misunderstandings & misconceptions? How and when will I give feedback? How will the students self-assess & reflect?

Making Judgements: How do I know how well my students have learned? What is the achievement standard working towards?

Sequenced Teaching and Learning: What are the key concepts/models of teaching in the teaching sequence? Outline the Learning Intentions for lessons in advance & build on the previous ones to show scaffolding e.g. W.A.L.T = we are learning to...

See appendix ___ for larger version
Pre-Assessment

What tools will I use?

Whole Class Overview

Student 1
Student 2
Student 3
Number Correct
Number incorrect

What did the results reveal?

Misconceptions

Goals

Class, groups and individual goals and targets.
## Windsor State School

### Class Differentiation Plan (See Surfboard Support for more options)

#### Teacher:

- **Student Names**
  - Significant Extension Required
  - Some Extension Required
  - Intensive Support Required (See Support Document)

- **Support Model**
  - Achieving Year Level Expectations
  - Support Model
  - Intensive Support Required (See Support Document)

#### Class:

- **What and How Supported**
  - Activity # 1: Set up Tools (e.g., teaching, learning, planning)
  - Activity # 2: Set up Tools (e.g., teaching, learning, planning)
  - Activity # 3: Set up Tools (e.g., teaching, learning, planning)

- **Unit**
  - **CONTENT**
    - Abstract—Area tools
    - Inquiry
    - Study of methods of inquiry
  - **PROCESS**
    - Research
    - **PRODUCT**
      - Student’s choices
      - Task variety & commitment
      - Real authentic audiences
      - Project-based learning

- **The Student displays/demonstrates**
  - Always present
  - Independent learning ability
  - Task commitment
  - Research and reporting skills
  - Problem finding and solving ability

#### ISP (yes/no)

- **ISPs**
  - Yes
  - No

### Table

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PROCESS</th>
<th>PRODUCT</th>
<th>ISP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Research</td>
<td>Student’s choices</td>
<td>Yes</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Methods</td>
<td>Task variety &amp; commitment</td>
<td>Yes</td>
</tr>
<tr>
<td>Study of methods of inquiry</td>
<td>Research</td>
<td>Real authentic audiences</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Inquiry</td>
<td>Project-based learning</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Diagram

- **Diagram**
  - Flowchart showing differentiation strategies and support models.
  - Pathways for different levels of student support.

---

35
This surfboard support document is an optional tool to support teachers in applying the 3 Principles of Differentiation to the C2C units, whilst quickly making evident the pre-assessment tools and differentiation strategies for the unit. Teachers complete the sections relevant to the unit and/or students, whilst deleting the remaining parts or leaving them blank. This document can be attached to the units in OneSchool.

### 1. KNOW the Curriculum Intent (complete Teaching & Learning Flower)

Refer to unit outlines incorporating the Thinking Skills Framework.

### 2. KNOW your Students

#### Current Data

Analyze your data to identify your students and form a picture of your class. What does the current data say?

*Refer to external - NAPLAN/PAT data and SAGES -*

Notes on current data

#### Pre-Assessment

Cross the boxes below to indicate the dominant pre-assessment tool/s used for this unit to gather information about student prior knowledge and readiness for level of content. Types notes to elaborate ‘what’ will be tested and ‘how.’

<table>
<thead>
<tr>
<th>Tools</th>
<th>Description/Ideas</th>
<th>Further Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Analysis of student folios</td>
<td>View evidence of student learning in black Student Folios</td>
<td></td>
</tr>
<tr>
<td>□ Anecdotal records</td>
<td>Take notes about student prior knowledge and readiness</td>
<td></td>
</tr>
<tr>
<td>□ Checklists</td>
<td>Use of checklist to gather information</td>
<td></td>
</tr>
<tr>
<td>□ Class discussions</td>
<td>Use of selective questioning to guide a class discussion</td>
<td></td>
</tr>
<tr>
<td>□ Conferences/Interviews</td>
<td>Talk to students to gather information</td>
<td></td>
</tr>
<tr>
<td>□ Drawing/diagram</td>
<td>Students complete a drawing/diagram</td>
<td></td>
</tr>
<tr>
<td>□ Graphic organizers</td>
<td>Gauge what students already know about topic e.g. KWL, mind map</td>
<td></td>
</tr>
<tr>
<td>□ Observations</td>
<td>Make observation about students to inform differentiation</td>
<td></td>
</tr>
<tr>
<td>□ Running record</td>
<td>Find instructional reading level or age using PM/PROBE 2</td>
<td></td>
</tr>
<tr>
<td>□ Self-reflection/Journal</td>
<td>Students reflect through discussions or journal</td>
<td></td>
</tr>
<tr>
<td>□ Student demonstrations</td>
<td>Students use materials or items to demonstrate prior knowledge and understanding</td>
<td></td>
</tr>
<tr>
<td>□ Summative task as pre-test</td>
<td>Administer the existing summative task as a pre- and post-test</td>
<td></td>
</tr>
<tr>
<td>□ Surveys/questionnaires</td>
<td>Carry out a survey with specific questions related to unit content/student readiness</td>
<td></td>
</tr>
<tr>
<td>□ Test - Class or year level</td>
<td>Tiered questions ranging from simple to complex, administered as a pre- &amp; post-test.</td>
<td></td>
</tr>
<tr>
<td>□ Test - Standardised</td>
<td>NAPLAN, PAT, other data to gather information</td>
<td></td>
</tr>
<tr>
<td>□ Work samples/products</td>
<td>Worksheet, task, activity or various work samples related to unit content</td>
<td></td>
</tr>
<tr>
<td>□ Writing samples</td>
<td>Students complete piece of writing to show prior knowledge and readiness</td>
<td></td>
</tr>
<tr>
<td>□ Other</td>
<td>Record other tools used in notes column</td>
<td></td>
</tr>
</tbody>
</table>

#### Pre-Assessment Analysis

- Analyse the pre-assessment data to determine how you will VARY THE PATHWAYS.
- What are the misunderstandings & misconceptions?

Pre-assessment analysis notes

### 3. VARY the Pathways

Record modifications – What was/will be 1) Compacted/skipped/eliminated/taught at a faster pace? 2) Scaffolded/revised/taught as slower pace? 3) Taught to whole class, groups and individuals using flexible groupings?

Notes about modifications to Sequence of Teaching and Learning. (e.g. Taught all lessons except the following variations: compacted Lessons 3-5 poetry)
## CONTENT - Planning Considerations

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description/Ideas</th>
<th>Identified Students/Further Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceleration</td>
<td>Students working significantly above year level access higher level of work - other class</td>
<td></td>
</tr>
<tr>
<td>Alternative program</td>
<td>Students working significantly below/above year level access alternative program (BSDE)</td>
<td></td>
</tr>
<tr>
<td>Bloom’s Taxonomy</td>
<td>Increase complexity of task/s as knowledge of topic increases</td>
<td></td>
</tr>
<tr>
<td>Curriculum Compacting</td>
<td>Reducing amount of teaching by omitting concepts already mastered</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Analyse external and internal data to make informed decisions</td>
<td></td>
</tr>
<tr>
<td>Multiple Intelligences</td>
<td>Opportunities to learn through various intelligences as negotiated with teacher</td>
<td></td>
</tr>
<tr>
<td>Negotiated curriculum</td>
<td>Negotiate open-ended tasks with class/individuals to support, extend &amp; motivate learning</td>
<td></td>
</tr>
<tr>
<td>Six Thinking Hats</td>
<td>Use of DeBono’s 6 Hats to respond/think about topics/questions</td>
<td></td>
</tr>
<tr>
<td>Variety of resources</td>
<td>Provide diverse range - concrete, abstract, visual, auditory, kinaesthetic, digital, real-life</td>
<td></td>
</tr>
<tr>
<td>Vary frequency of exposure</td>
<td>Provide more or less learning opportunities to those who need it</td>
<td></td>
</tr>
<tr>
<td>Vary levels of questioning</td>
<td>Use of Thinking Framework poster or Blooms verbs/levels of questioning</td>
<td></td>
</tr>
<tr>
<td>Vary teaching intensity</td>
<td>Adjust group sizes and use flexible groupings where needed e.g. class, groups, individuals</td>
<td>Record other strategies used in notes column</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

## PROCESS - Teaching Considerations

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description/Ideas</th>
<th>Identified Students/Further Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapative technology</td>
<td>Use of program which scribes students oral language e.g. Word Talk</td>
<td></td>
</tr>
<tr>
<td>Added visual aides/prompts</td>
<td>Provide a range of visuals – diagrams, charts, checklists, handouts, symbols, directions</td>
<td></td>
</tr>
<tr>
<td>Additional scaffolding</td>
<td>Vary pace of task according to needs, break task into smaller, more manageable chunks</td>
<td></td>
</tr>
<tr>
<td>Adjusted language</td>
<td>Modify/extend language for students - spoken, IWB, worksheets. Pre-teach vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Adjusted layout of task</td>
<td>Adjust task criteria, worksheets, visuals, modes of response - oral/written/digital/visual</td>
<td></td>
</tr>
<tr>
<td>Adjusted length of task</td>
<td>Adjust number of questions, amount to learn/complete, length of writing/reading</td>
<td></td>
</tr>
<tr>
<td>Adult scribe</td>
<td>Student gives oral responses whilst adult writes exact wording</td>
<td></td>
</tr>
<tr>
<td>Allowed breaks</td>
<td>Provide breaks during tasks/activities where needed</td>
<td></td>
</tr>
<tr>
<td>Alternative environment</td>
<td>Students work in another room, quiet area, group situation</td>
<td></td>
</tr>
<tr>
<td>Extra time</td>
<td>To process instructions, respond to questions, complete tasks, timetable or clock to assist</td>
<td></td>
</tr>
<tr>
<td>Flexible groupings</td>
<td>Teacher groups students for targeted teaching &amp; learning/support/extension e.g. reading</td>
<td></td>
</tr>
<tr>
<td>Graphic organisers</td>
<td>Modelled to students to organise ideas - Venn Diagram, KWL, PMI, Ryan’s Thinker’s Keys</td>
<td></td>
</tr>
<tr>
<td>Modified worksheets</td>
<td>Vary writing size, arrangement on page, visuals, highlight key words/ important points</td>
<td></td>
</tr>
<tr>
<td>Self-reflection journal</td>
<td>Students write in journal to record and reflect on new learning, ideas and questions</td>
<td></td>
</tr>
<tr>
<td>Student self-monitoring</td>
<td>Students monitor own learning/goals/targets/progress/strategies for independence</td>
<td></td>
</tr>
<tr>
<td>Targeted support/extension</td>
<td>Involvement of STaN, SEP Teacher, AVT, ESL, GO, SLP, OT, GEM, other consultants</td>
<td></td>
</tr>
<tr>
<td>Tiered Task</td>
<td>Range of levels provided in task from simple to complex (bottom level ‘C’ standard)</td>
<td></td>
</tr>
<tr>
<td>Use of ICTs</td>
<td>Choice &amp; variety of ICTs available to complete work/assessment, modelled by teacher</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</table>

## PRODUCT - Assessment Considerations

<table>
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<tr>
<th>Strategy</th>
<th>Description/Ideas</th>
<th>Identified Students/Further Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>Description/Ideas</td>
<td>Identified Students/Further Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Adapative technology</td>
<td>Use of program which scribes students oral language e.g. Word Talk</td>
<td>e.g. whole class, red group, Mohamed A</td>
</tr>
<tr>
<td>Added visual aids/prompts</td>
<td>Provide a range of visuals – diagrams, charts, checklists, handouts, symbols, directions</td>
<td></td>
</tr>
<tr>
<td>Additional scaffolding</td>
<td>Vary pace of task according to needs, break task into smaller, more manageable chunks</td>
<td></td>
</tr>
<tr>
<td>Adjusted criteria</td>
<td>Identify specific adjustments to assessment task in terms of criteria being marked against</td>
<td></td>
</tr>
<tr>
<td>Adjusted language</td>
<td>Modify/extend language - spoken, IWB, worksheets. Pre-teach vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Adjusted layout of task</td>
<td>Adjust task criteria, worksheets, visuals, modes of response - oral/written/digital/visual</td>
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</tr>
<tr>
<td>Adjusted length of task</td>
<td>Adjust number of questions, amount to learn/complete, length of writing/reading</td>
<td></td>
</tr>
<tr>
<td>Adult scribe</td>
<td>Student gives oral responses whilst adult writes exact wording</td>
<td></td>
</tr>
<tr>
<td>Allowed breaks</td>
<td>Provide breaks during assessment tasks and during test conditions where needed</td>
<td></td>
</tr>
<tr>
<td>Alternative assessment</td>
<td>Focus on IEP/EAP goals, compare personal progress rather than yr level, closer supervision</td>
<td></td>
</tr>
<tr>
<td>Alternative environment</td>
<td>Students work in another room, quiet area, group situation</td>
<td></td>
</tr>
<tr>
<td>Extra time</td>
<td>To respond to questions, understand and complete tasks, timetable or clock to assist</td>
<td></td>
</tr>
<tr>
<td>Flexible groupings</td>
<td>Teacher groups students for targeted teaching &amp; learning/support/extension e.g. reading</td>
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</tr>
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<td>Graphic organisers</td>
<td>Modelled to students to organise ideas - Venn Diagram, KWL, PMI, Ryan’s Thinker’s Keys</td>
<td></td>
</tr>
<tr>
<td>Modified task/criteria sheet</td>
<td>Vary writing size, arrangement on page, visuals, highlight key words/ important points</td>
<td></td>
</tr>
<tr>
<td>Self-reflection journal</td>
<td>Students write in journal to record and reflect on new learning, ideas and questions</td>
<td></td>
</tr>
<tr>
<td>Student peer-assessment</td>
<td>Use of GTMJ/rubric to evaluate peer’s work and provide feedback</td>
<td></td>
</tr>
<tr>
<td>Student self-assessment</td>
<td>Use of GTMJ/rubric to self-assess own progress/A-E Standard of assessment task/s</td>
<td></td>
</tr>
<tr>
<td>Student self-monitoring</td>
<td>Use of GTMJ/rubric to monitor learning/goals/progress during assessment tasks</td>
<td></td>
</tr>
<tr>
<td>Targeted support/extension</td>
<td>Involvement of STLaN, SEP Teacher, AVT, ESL, GO, SLP, OT, other consultants</td>
<td></td>
</tr>
<tr>
<td>Tiered Task</td>
<td>Range of levels provided in task from simple to complex (bottom level ‘C’ standard)</td>
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</tr>
<tr>
<td>Use of ICTs</td>
<td>Choice &amp; variety of ICTs available to complete work/assessment, modelled by teacher</td>
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<tr>
<td>Other</td>
<td>Record other strategies used in notes column</td>
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</table>

**ENVIRONMENT – Class Considerations**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description/Ideas</th>
<th>Identified Students/Further Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class celebration</td>
<td>Through open class, performances, culminating activity inviting parents/families</td>
<td></td>
</tr>
<tr>
<td>Class meetings</td>
<td>Students’ formal opportunity to ask questions, share ideas/problems, reflect on learning</td>
<td></td>
</tr>
<tr>
<td>Class routine</td>
<td>Consistency in class routine and behaviour management</td>
<td></td>
</tr>
<tr>
<td>Co-operative learning</td>
<td>Opportunities to work in pairs/groups to explore topics, solve problems &amp; complete tasks</td>
<td></td>
</tr>
<tr>
<td>Effective teaching</td>
<td>Various roles – direct, explicit teacher/facilitator/guide, providing meaningful feedback</td>
<td></td>
</tr>
<tr>
<td>Flexible Groupings</td>
<td>Flexibility in way students learn - independently/co-operatively, choice for where to work</td>
<td></td>
</tr>
<tr>
<td>Goal setting &amp; monitoring</td>
<td>Assist students to monitor goals &amp; targets, track progress and set new goals.</td>
<td></td>
</tr>
<tr>
<td>Independent learning</td>
<td>Opportunities to use own strategies to explore topics, solve problem &amp; complete tasks</td>
<td></td>
</tr>
<tr>
<td>Intellectual peer groups</td>
<td>Peers of similar ability having opportunities to work, learn and share findings</td>
<td></td>
</tr>
<tr>
<td>Learning styles</td>
<td>Cater for preferred learning styles &amp; provide opportunities to work in non-preferred styles</td>
<td></td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>Students working at/above level assist students working at/below to consolidate concepts</td>
<td></td>
</tr>
<tr>
<td>Productive Pedagogies</td>
<td>Intellectual quality, connectedness, supportive classroom, valuing/responding differences</td>
<td></td>
</tr>
<tr>
<td>Reinforcement strategies</td>
<td>For desired behaviour - non-verbal cues (thumbs up), visuals (stickers, stamps, rewards)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Record other strategies used in notes column</td>
<td></td>
</tr>
</tbody>
</table>
Tiered Tasks

Instruction is tiered with gradual degrees of difficulty.

The teacher uses varied levels of activities so that all students focus on essential understandings and skills but at different levels of complexity, abstractness and open-endedness.

STEPS

- Choose
  1) A concept that students should know
  2) Whether to tier according to readiness, interest or learning profile
- Assess student’s readiness, interest or profile
- Create an “on-level” activity based on the targeted concept.
- Adjust the activity to provide different levels of difficulty – a ‘below level task’ a ‘above level task’
- Match students to appropriate tiered task.

Create on-level task FIRST then adjust up and down.

Below – Level Task  On Level Task  Above Level Task

“Adjusting the task”

Some Tiered Task Tools

- BLOOMS’ TAXONOMY
- MI ACTIVITIES
- THINKERS KEYS
- 6 HATS
- VARIOUS GRAPHIC ORGANISERS
1. Select the activity organiser
   - concept
   - generalisation

2. Think about your students / use assessments
   - readiness
   - interests
   - learning profile
   - talents

3. Create an activity that is
   - interesting
   - high level
   - Causes students to use key skills to understand a key idea.

4. Chart the complexity of activity
   - High skill / complexity
   - Low skill / complexity

5. Clone the activity along the ladder as needed to ensure challenge and success for your students, in
   - materials - basic to advanced
   - form of expression - from familiar to unfamiliar
   - from personal experience to “removed” from personal experience
   - Equaliser

6. Match task to student based on student profile and task requirement.

Carol A. Tomlinson 'The Differentiated Classroom: Responding to the needs of all learners pg 85.
Example Question Constructs

1: Knowledge - Exhibits previously learned material by recalling facts, terms, basic concepts and answers.
- What is . . . ?
- When did ____ happen?
- How would you explain . . . ?
- Why did ... ?
- How would you describe .. ?

2: Comprehension - Demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.
- How would you compare. .. ? Contrast...?
- Explain in your own words . . . ?
- What facts or ideas show. .. ?
- What evidence is there that...?

3: Application Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.
- What examples can you find to . . . ?
- How would you show your understanding of. .. ?
- What approach would you use to...?
- What might have happened if . . . ?

4: Analysis Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.
- What inference can you make from . . . ?
- How would you classify . . . ?
- How would you categorise.. . ?
- Can you identify the difference parts...?
5: Evaluation Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

- How would you compare ......?
- Which do you think is better....?
- Evaluate contribution of ..... To ................
- What was the value or importance of ........ In ............?
- What would you have recommended if you had been ......?

6: Creation / Synthesis: Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

- What might have happened if...?
- Can you propose an alternative interpretation to that of ........ . ?
# Bloom’s Critical Thinking Cue Questions

## Cue Questions Based on Bloom’s Taxonomy of Critical Thinking

<table>
<thead>
<tr>
<th>Lower-Order Thinking Skills</th>
<th>Higher-Order Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. REMEMBERING</strong></td>
<td><strong>4. ANALYZING</strong></td>
</tr>
<tr>
<td>- What is …?</td>
<td>- What are the parts or features of …?</td>
</tr>
<tr>
<td>- How is …?</td>
<td>- How is _____ related to …?</td>
</tr>
<tr>
<td>- Where is …?</td>
<td>- Why do you think …?</td>
</tr>
<tr>
<td>- When did ______ happen?</td>
<td>- What is the theme …?</td>
</tr>
<tr>
<td>- How did ______ happen?</td>
<td>- What motive is there …?</td>
</tr>
<tr>
<td>- How would you explain …?</td>
<td>- What conclusions can you draw …?</td>
</tr>
<tr>
<td>- How would you describe …?</td>
<td>- How would you classify …?</td>
</tr>
<tr>
<td>- What do you recall …?</td>
<td>- How can you identify the different parts …?</td>
</tr>
<tr>
<td>- How would you show …?</td>
<td>- What evidence can you find …?</td>
</tr>
<tr>
<td>- Who (what) were the main …?</td>
<td>- What is the relationship between …?</td>
</tr>
<tr>
<td>- What are three …?</td>
<td>- How can you make a distinction between …?</td>
</tr>
<tr>
<td>- What is the definition of…?</td>
<td>- What is the function of …?</td>
</tr>
<tr>
<td>- What ideas justify …?</td>
<td>- What ideas justify …?</td>
</tr>
</tbody>
</table>

| **2. UNDERSTANDING**        | **5. EVALUATING**            |
| - How would you classify the type of …? | - Why do you agree with the actions? The outcomes? |
| - How would you compare …? contrast …?       | - What is your opinion of …?   |
| - How would you rephrase the meaning …?      | - How would you prove …? disprove …? |
| - What facts or ideas show …?                 | - How can you assess the value or importance of …? |
| - What is the main idea of …?                  | - What would you recommend …?  |
| - Which statements support …?                 | - How would you rate or evaluate the …? |
| - How can you explain what is meant …?        | - What choice would you have made …? |
| - What can you say about …?                   | - How would you prioritize …?  |
| - What is the best answer …?                  | - What details would you use to support the view …? |
| - How would you summarize …?                  | - Why was it better than …?    |

| **3. APPLYING**              | **6. CREATING**              |
| - How would you use …?       | - What changes would you make to solve …? |
| - What examples can you find to …?  | - What would happen if …?   |
| - How would you solve ______ using what you have learned …? | - How can you elaborate on the reason …? |
| - How would you organize ______ to show …? | - What alternative can you propose …? |
| - How would you show your understanding of …? | - How can you invent …? |
| - What approach would you use to …?           | - How would you adapt ______ to create a different …? |
| - How would you apply what you learned to develop …? | - How could you change (modify) the plot (plan) …? |
| - What other way would you plan to …?          | - What could be done to minimize (maximize) …? |
| - What would result if …?          | - What way would you design …? |
| - How can you make use of the facts to …?     | - What could be combined to improve (change) …? |
| - What elements would you choose to change …? | - How would you test or formulate a theory for …? |
| - What facts would you select to show …?      | - What would you predict as the outcome of …? |
| - What questions would you ask in an interview with …? | - How can a model be constructed that would change …? |
|                               | - What is an original way for the …? |

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Public Consulting Group’s Center for Resource Management, in partnership with the Council of Chief State School Officers (August 2007)
Students explore concepts and research across disciplines, incorporating their findings to generate ideas and integrate understanding of social and environmental studies to produce a complex future scenario.

MOST SUITABLE FOR STUDENTS WITH STRENGTHS IN:
- Original Ideas
- Divergent Thinking/Flexibility
- Tolerance for Ambiguity

May need scaffolding such as:
- Aid in developing a ‘working knowledge’ of current situation.
- Direction towards appropriate data sources or methods of prediction.
- A prepared schedule of stages to complete and specific targets to reach.
- Guidance as to how best to fulfil assessment requirements when completing the product.

Content Complexity

Will be like 100 years in the future

Activity (Pick One)
- Future Model
- Artist’s representation
- Breaking News Bulletin
- Future display
- Or think of your own

Incorporating findings to generate ideas and integrate understanding of social and environmental studies to produce a complex future scenario.

Taken from “MAKE A TWIST” by Michele Juratowitch & Rosanne Blundell

Appendix ___
Students move beyond the facts by examining underlying ideas and analysing the non-verbal symbolism and communication that construct meaning. These ideas have the potential for a wide range of applicability and transfer.

**MOST SUITABLE FOR STUDENTS WITH STRENGTHS IN:**
- Abstract thoughts
- Thinking in analogies
- Flexible/divergent thinking

May need scaffolding such as:
- Aid in sourcing exemplars of the chosen activity genre and researching current symbolic representations.
- Aid in managing materials to create their activity.
- Aid in negotiating display of the activity.
- Aid in developing methods and symbolism behind their abstract representation.

**ACTIVITY (PICK ONE)**
- Crest and motto
- Poster
- Dance piece
- Advertisement
- Or think of your own

**CONTENT ABSTRACTNESS**

**EXPLORE SYMBOLS and FIND MEANINGS BEHIND**

(CLASS TOPIC/THEME/STUDENT CHOICE)
Questions from Staff Meeting Policy session

1. Who is writing this policy/program?
   a. Emma in consultation with Admin and the Windsor Teaching Staff (hence the PD in term 3 and ‘DRAFT’ policy reveal in term 4).
2. How to clearly identify what/new methods work for different kids?
   a. Learner profile cards –
   b. Pre-assessment -
3. Do we need surfboard for each subject?
   a. It has been agreed that we will complete a surfboard for Maths and English. This will be submitted to admin week 3 of each term with Curriculum Overview
4. How to push gifted prep children higher?
   a. Once the planning prep of the ‘Flower’, Knowing your students and the Surfboard is completed this should be evident. Questioning and using the Thinking Skills Framework will definitely help.
5. Does every child need differentiation in every subject?
   a. Every child will be differentiated once the planning process is completed.
6. How can we create a policy that becomes consistent across the entire school?
   a. Through collaboration and planning.
7. How to differentiate to the upper levels?
   a. Complexity and abstractness, questioning, real world problems and how to solve, futures planning.
8. Music kids?
   a. Real world focus
9. How can we change c2c to allow all children to achieve?
   a. Do T&L
10. Resources other than c2c to further explain a concept?
    a. Requests to TL or GEM
11. How to implement for consistency?
   a. Planning days, admin
12. How do we balance to help all children?
   a. You do all ready. Differentiation is a thought process. Your teaching style does not teach to one student. Knowing your students will help to automatically differentiate for them.
13. How much does time limit the effectiveness of differentiation?
   a. Differentiating effectively by 1. Knowing the curriculum 2. Knowing your student and 3. Varying the pathways...you will find that time is NOT an issue. You may spend a fraction more planning or understanding the above but once that is complete you will see the difference within your student, their motivation to learn and succeed.
14. Use of differentiation strategies esp EC?
   a. See resources – information from Carol Ann Tomlinson
15. Timeframe for implementation.
   a. Start of school year 2015
Why important?

- To cater for the diverse learning needs of all so all children achieve or surpass curriculum expectations.
- Cater for their interests – create a love of learning
- Doing our job
- Accountability
- Success for all
- Opportunity to reach potential
- Inclusive
- Student rights
- Engaged learning/limits behavioural issues
- Accommodate for diverse needs and interests
- Liable
- Reach every child’s potential
- Self Esteem of children
- Self-awareness of their goals
- Motivate students
- Children working at own level
- Children have a sense of achievement
- Children can work to their strengths
What to include

- Tiered Tasks
  - Traffic lights
  - Questioning
  - Complexity and abstractness

- Ability Grouping – do we agree?
- Feedback – to parents and students – Results template
- Expectations in each year level – planning, identification
- Identification Planning
  - The 2 checklists in the id policy
  - Collect data
  - Complete referral
  - Bring to student services
  - Establish case manager
  - Develop ISP

- How and who outcomes – clear definitions of language used
  - Tiered Task
  - Complexity
  - Abstractedness
  - Gifted and Talent

- User friendly language / common language
- Appendix strategies
  - 1. Do T&L
  - 2. Student profiling
    - Pre-assessment tools
• Learner Profiler tools
  o 3. Varying Pathways
    ▪ Content
    ▪ Process
    ▪ Product
    ▪ Environment
  o 4. Surfboard
    o 5. Tiered Task Template - Surfboard
  • Cover whole child – social / emotional / physical / academic / cultural
  • Analyse data
    o ICAS
    o PAT – what is missing,...what has been achieved
  • Consistency of approach
  • Guidelines around modifying assessment
    o Critical and Creative thinking
    o Blooms Taxonomy
    o Thinking skills framework
  • Adapted assessment
  • Differentiation Planner / template
    1. Read unit
    2. Complete T&L
    3. Complete know my learner via pre assessment
    4. Complete surfboard