



Robertson State School

Creating Brighter Futures Together



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 Robertson, teachers differentiate using the Maker Model of Differentiation. They adjust the content, the process, the product and/or the environment to make a best fit for each individual student in the classroom.

At Robertson emphasis is placed on providing appropriate challenge 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 given a pre-test on the work about to be covered and lessons are differentiated according to their level of skill and understanding. Instruction and activities are planned to address specific individual's learning needs.

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