



DIGITALL

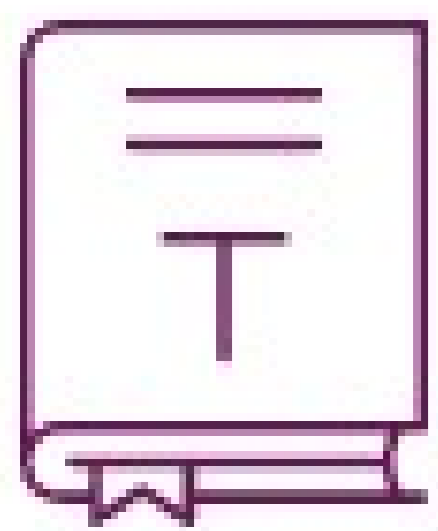
# Educational differentiation

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## Context

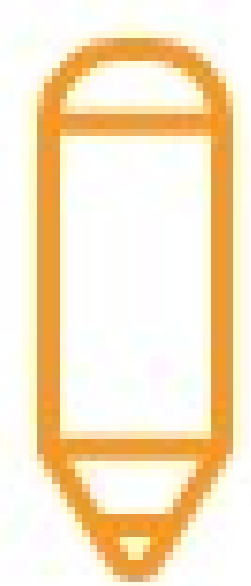
All students are different, they do not have the same interests, learning motivations, ways of thinking and learning... This is why the teacher has to deal with the heterogeneity of his class and propose different ways of learning so that each student and his personality are respected. This is all the more important when young people have special needs. The teacher must then remove any potential difficulties that may hinder the acquisition of a targeted skill (e.g. offering support in reading instructions in a mathematics task).



## Presentation

Differentiated instruction is an approach that uses a variety of methods (materials, instructional practices, etc.) to enable students of different ages, backgrounds, abilities and skills to achieve common goals.

In other words, in the classroom, the teacher must be able to vary his or her practice to adapt to the diversity of his or her students, while maintaining common objectives and collective learning times.



## Educational differentiation in practice

### Educational differentiation

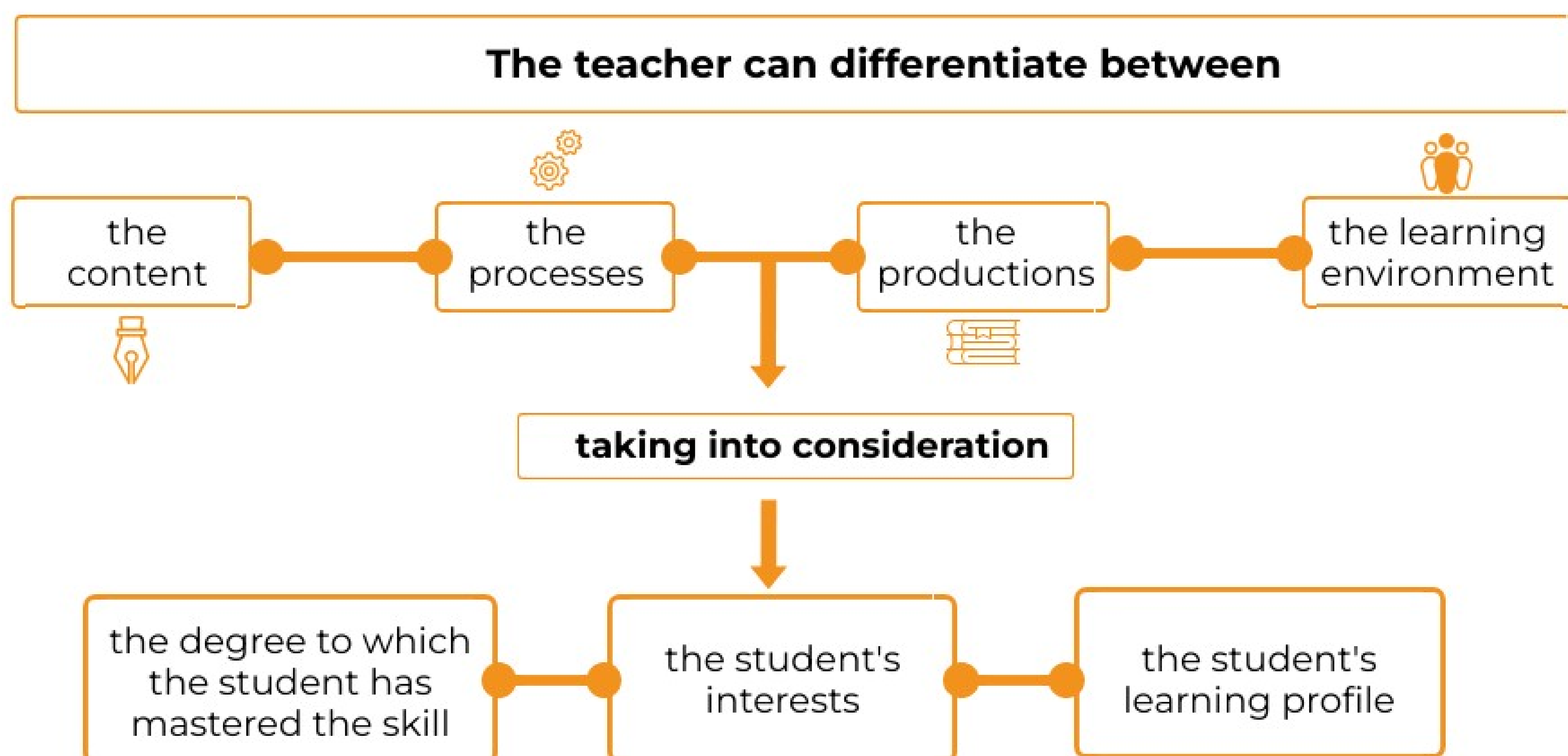
is a response by the teacher to the needs of the learner

which follows the general principles of differentiation

tasks that respect students' abilities

flexible groups

evaluation and adjustments



## Examples



- offer texts according to the reading level of the students;
- provide supplementary materials (immersive readers, etc.);
- provide reference materials and organisational tools;
- interrogate students' basic representations to adapt content ...



- consider areas of interest and learning styles ;
- promote explicit teaching for key learning;
- vary the materials and respect the pace of learning;
- use metacognition (what strategies were used to carry out the exercise...);
- encourage exchanges and support between peers (tutoring, etc.) ...



- target specific objectives to be achieved ;
- allow for a variety of productions at different levels of complexity (mindmapping, drawing, writing, tables, etc...);
- provide opportunities to demonstrate understanding in different (e.g., oral presentation, debate, presentation); ...



- vary the learning times (alone, in pairs, in groups, etc...);
- allow pupils to adopt an appropriate posture for them according to the learning moment (write standing up, sit on the floor to read, etc...);
- provide materials (cushions, slats with handles, headphones, etc.) that can help the young learner.



## Resources

### **Practical tools :**

[https://pdst.ie/sites/default/files/Session%20%20-%20Differentiation%20Resource%20\\_0\\_0.pdf](https://pdst.ie/sites/default/files/Session%20%20-%20Differentiation%20Resource%20_0_0.pdf)