

EDUCATION A ETH302S

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Define tomorrow.

UNISA



Learning materials

Unit 3 of TUT501

Power point: Uploaded on MyUnisa under announcements

OUTLINE OF THIS PRESENTATION

CURRICULUM DIFFERENTIATION

- Definition of curriculum
- Definition of curriculum differentiation
- Aspects that determines the differentiation of the curriculum
- Differentiation of the content
- Differentiation of the process
- Differentiation of the product
- Differentiation of the learning environment



CURRICULUM DIFFERENTIATION



MAIN AIM OF CURRICULUM DIFFERENTIATION: ENSURE ACCESS TO CURRICULUM IN ANY SCHOOL

One of the principles of Inclusive
education

CURRICULUM

UNESCO (2014:13) defines a curriculum as:

“what is learned and what is taught (context); how it is delivered (teaching-learning methods); how it is assessed (examples, tests and examinations); and the resources used (e.g. books used to deliver and support teaching and learning”.

Let us go back to the SIAS which is:

- **Screening,**
- **Identification,**
- **Assessment and**
- **Support**

Curriculum differentiation is one of the strategies to **support** learners so that they can learn and participate during class activities

SUPPORT

SUPPORT



CURRICULUM DIFFERENTIATION

Why Curriculum Differentiation?

- Recap

“Every Learner can learn and every learners needs support” (DBE, 2001).

Learners are diverse in our classrooms in terms of learning styles, interests, abilities, psychosocial, backgrounds,

Diversity should not be seen as a threat but an opportunity to grow

Curriculum differentiation in other words involves the adaptation of the following:

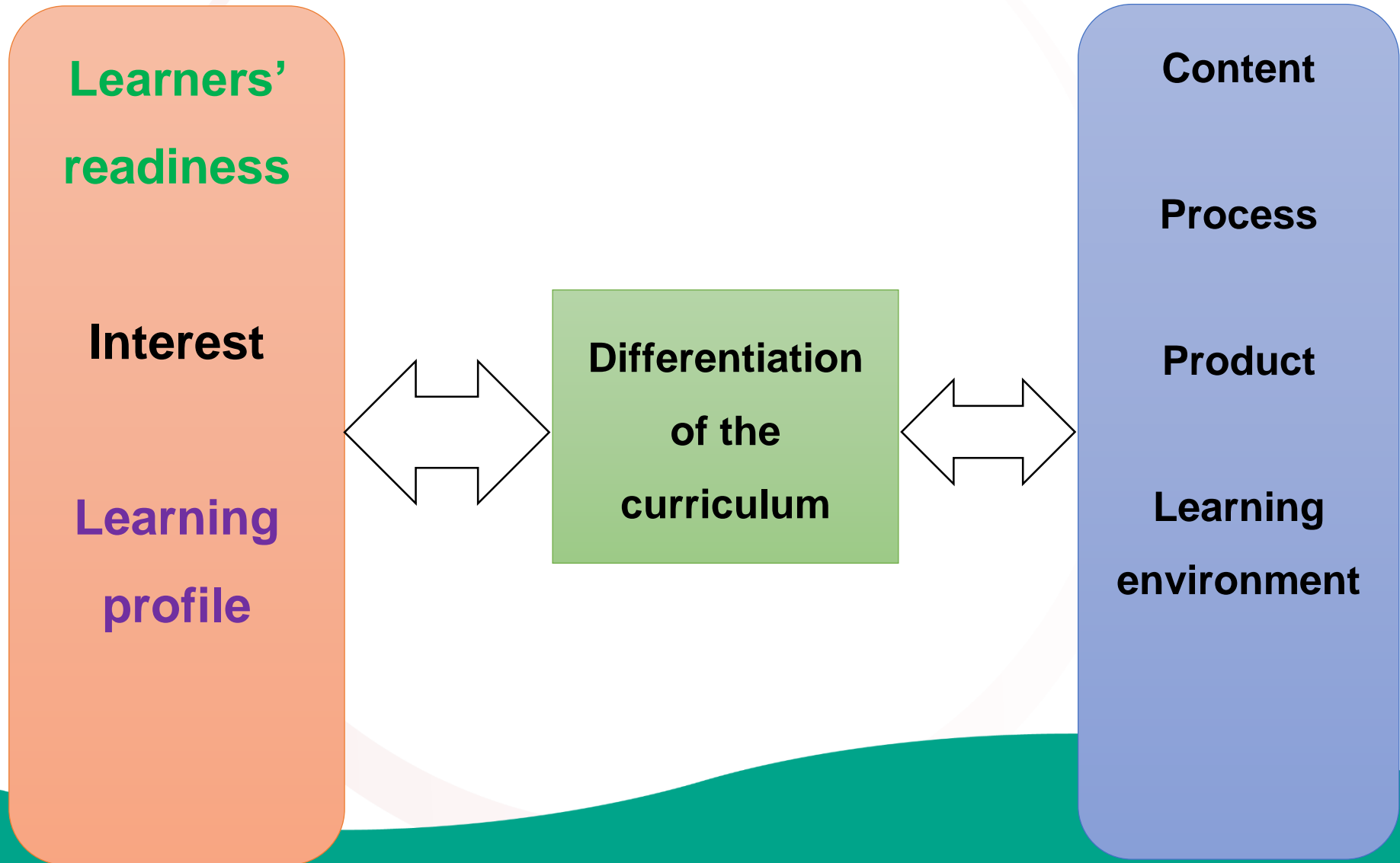
- **content,**
- **teaching strategies,** (Process)
- **learning environment,** and the
- **assessment methods** (Product)

to meet learning needs of learners in class

***BECAUSE.... NO TWO FLOWERS
BLOOM EXACTLY THE SAME WAY***



DETERMINANTS OF CURRICULUM DIFFERENTIATION



ASPECT OF THE CURRICULUM

CONTENT

What is learned/ what the learner is expected to learn

PROCESS

How teaching and learning facilitated

PRODUCT

How students display competencies

LEARNING ENVIRONMENT

Physical and psychological environment



1. DIFFERENTIATION OF THE CONTENT

DIFFERENTIATION OF THE CONTENT

Content

What the learner is expected to learn

1. Difficulty

You make the content easy to understand

2. Size

Reduce the number of items to learn



DIFFICULTY

- ***DIFFERENTIATE the skill level or the problem type***
- *Example : simplified use of language, simplify task.*
- *Eg during Mathematics: Allow unlimited use of calculator once a good number concept had been established*



Reduce the number of items that a learner is expected to complete

Example : Allow the learners to count from one to four instead of one to ten.



2. DIFFERENTIATION OF THE PROCESS

Differentiation of the process

Process	How teaching and learning facilitated
Input/ teaching strategies	How do you teach
Level of support	How do you give learners support so that they can Understand what you teach
Resources	Which resources do you used during your teaching

Teaching strategies

The following are teaching strategies that can be used to differentiate the teaching and learning process:

- Cooperative learning
- Demonstration method
- Multisensory approach
- Aided language stimulation
- Peer tutoring

■ Cooperative learning

Cooperative learning approach where learners assist one another during the learning process.

Cooperative learning groups usually ranges from two to six learners per group. The teacher can assist learners to allocate different tasks/ responsibilities to complete an activity or a project .

■ Demonstration method

During the demonstration, the learner watches how a teacher or other peers handles and completes the tasks.

Example:

During **life skills learning area**, the teacher can demonstrate how to cross the road.

■ Multisensory approach

Learners learn through many senses. When using multisensory approach, the teacher facilitate learning through variety of learning styles.

Example:

Learners can learn the content through movement, touch, singing etc.

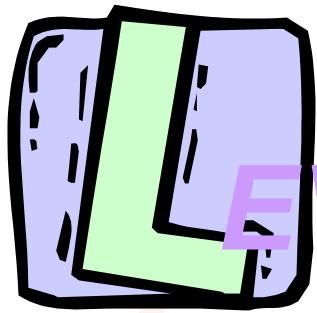
■ Aided language stimulation

During teaching, the teacher explain the content by using speech, gestures, pictures, and demonstration in order to provide learners with strong understanding. The aim is to enhance interaction and participation with the learners including those who present with complex speech difficulties and other learning problems. This teaching approach is almost similar to multi sensory.

■ Peer tutoring

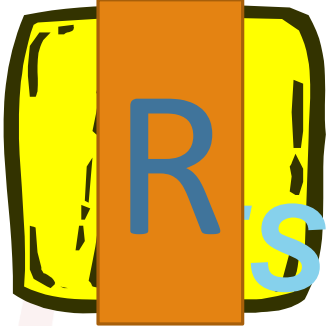
The teacher can assign a peer to assist learners who have difficulties in understanding the content.

This strategy must be used at minimum and furthermore **no learners must ever be forced** to assist other learners.



LEVEL OF SUPPORT

- ***Increase the amount of personal assistance from teacher***
- *Example : teacher reads a word sum with learner and support him to grasp the steps in solving the problem*

A stylized letter 'R' in blue, set against a yellow background with a brown vertical bar. The 'R' is positioned to the left of the word 'SOURCES' in light blue, which together form the word 'RESOURCES'.

RESOURCES

- ***DIFFERENTIATE learning material is presented during teaching and learning***
- *Example : use more visual teaching aids, concrete examples.*



3. DIFFERENTIATION OF THE PRODUCT

Differentiation of the product

Product	The learner demonstrates what they have learned which enables the teacher to determine whether goals that were set have been achieved
Output	The teachers uses various forms of assessment that allows learners to demonstrate what he or she has learned
Time	Time allocation to complete the task

A “fair”y tale! The story of the fair





What did we learn from this story?

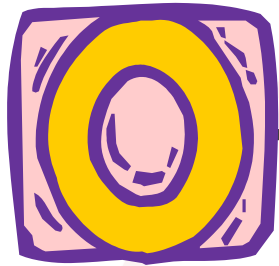
We need to Differentiate assessment to ensure that

All learners are included (not use one assessment standard/strategy).

Inclusive strategies are not limited to formal assessment.

Assessment strategies are included in every day learning and teaching.

Assessment strategies take into account learners different strengths and learning styles.



OUTPUT

Differentiate the ways in which the learner is allowed to demonstrate the learning outcomes

*Example : **Verbal** instead of **written** response*

*(**Demonstration** instead of **written** assignment)*



- ***DIFFERENTIATE the allocated time for completion of a task***
- ***Example : pace learning activity differently (increase or decrease time allocation)***



4. DIFFERENTIATION OF THE LEARNING ENVIRONMENT

Differentiation of the learning environment

Learning environment

**The place where learning takes place.
The aim is to ensure that learners feel safe and secure.**

Physical environment

Physical structure of the classroom

Psychological environment

Emotional context of the classroom
Ensuring that learners feel accepted and welcomed.

*NO TWO FLOWERS
BLOOM*

*IN EXACTLY THE SAME
WAY !*



Thank you

Define tomorrow.

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