



Growing Up Greatness

Creating schools and classrooms that meet the diverse learning needs of all students.



Differentiation (3 DAY COURSE)

The art and science of becoming a flexible and effective teacher of all students

Wednesday 3 April, Wednesday 8 May & Thursday 15 August 2019

8.30am – 3.30pm (sign-in from 8.15am)

Wesley College – Open Learning Centre, Angelo Street, South Perth

Differentiation is a vital skill for all teachers in Australian classrooms, where the range of student abilities, interests and needs are so varied, including students with disability and those who may be gifted and/or talented. Teachers are now expected to differentiate and personalise learning to cater for the full range of abilities in their classrooms, however many are asked to this with limited training, or without knowing how to connect differentiated practice to other aspects of teaching. Teachers who are highly skilled in differentiation are those who can ensure all students are learning and making progress. In order for differentiated practice to be effective, it must be systematic and the lens through which other teacher tasks, such as assessment and program design, are practiced.

This course is appropriate for primary and secondary teachers, coordinators and curriculum leaders who want a comprehensive understanding of the *evidence for* and *how to* differentiate for diverse abilities, and how to do this *effectively* and *efficiently*. Participants will look at the practical aspects of differentiation including how to ensure it is systematic, and closely connected to assessment, program design and classroom practice. Participants will have the opportunity to explore and share ideas, participate in practical planning, and have the chance to implement goals in between each day. In order to effectively promote and lead differentiation, school leaders need to have a clear understanding of differentiation and what it looks like in practice. All workshop activities will be differentiated for difficulty/confidence levels and area of teaching, and participants are encouraged to attend with a school leader or colleague from their teaching team.

Kylie Bice (BA, DipEd, MEd) is an experienced and award-winning teacher and scholar, and is now Director and Education Consultant with Growing Up Greatness www.growingupgreatness.com. Kylie specialises in gifted education, differentiation, assessment, disability and educating diverse student groups. Kylie was previously the Senior Inclusive and Gifted Education Consultant at the Association of Independent Schools of WA, and has many years of experience working with diverse students in government and non-government schools in Western Australia, including students with learning difficulties, disability, gifted and talented and twice-exceptional (2E). Kylie has delivered professional learning to a range of audiences, schools, national and international conferences.



Cost: \$495 per person OR \$2025 for a group of 5.

Morning tea and lunch provided.

There are limited spaces available for this course so please register early

via this link: <https://www.stickytickets.com.au/80098>



Growing Up Greatness has a deliberate aim to identify and build intentional, transparent and research-based quality teaching in every classroom. Context-specific, strategic, whole-school review & planning to include and create opportunities for students of all learning needs and abilities in every classroom and context. Services can be customised to suit the needs and context of your school, organisation, classrooms, students, strategic goals and educational philosophy. For more information about **Growing Up Greatness**, please go to www.growingupgreatness.com.

Please contact Kylie Bice at admin@growingupgreatness.com or 0432 179 629 if you have questions about this event or to negotiate a price for groups larger than 10.



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What to expect over the 3 days

This is a comprehensive course covering all aspects of educating differentiation, including:

DAY ONE

- Exploring definitions, the research, ACARA advice and Australian Professional Standards for Teachers
- Understanding levels of thinking and models of differentiation
- Understanding students and their needs - what different students need from differentiation (gifted & talented, disability etc)
- Pre and formative assessment (including ongoing and flexible assessment)

Workshop activity: *Designing pre and/or formative assessment, data collection strategies, and using pre and formative data to adjust teaching & learning.*

DAY TWO

- Applying key principles in the classroom – flexible grouping and respectful language
- Strategies to plan differentiated activities & tasks – tiered tasks, learning objectives, success criteria
- Using available resources including SCSA Judging Standards to plan differentiation
- Making it work in the classroom - behaviour management & working independently

Workshop activity: *Embedding differentiation into your class/lesson/success criteria/task/project/assessment.*

DAY THREE

- Exploring barriers to differentiation
- Strategies to engage learners at all levels – essential questions, inquiry and Passow's Rule
- Designing differentiated programmes and units of work
- Assessment, student feedback and reporting
- Collecting, recording and communicating measures of student growth

Workshop activity: *Designing a differentiated program for a unit of work.*

A separate one-day specialist course is available for teachers and school leaders who have completed this three-day course and for those who have an expert-level understanding of differentiation.

In order to effectively promote and lead differentiation, school leaders need to have a clear understanding of differentiation and what it looks like in practice. They also need to ensure that pedagogical, administrative and logistical barriers to differentiated practice are addressed. This is a specialist course available for teachers, coordinators and school leaders who have either completed the Growing Up Greatness three-day course Differentiation – The art and science of becoming a flexible and effective teacher of all students, or who have an expert-level understanding of differentiated practice.

