**Transcript for the Fernhill School Differentiation Video**

**Graphic**

“Example of differentiation forstudents with disability”

Fernhill School

**Krista-Ann Forsstrom**

My name is Krista Forsstrom. I am a teacher and assistant principal at Fernhill School. We have students from kindergarten to year 12. I'm currently the assistant principal and teacher for kindergarten and stage one. And I have a kindergarten stage one class

"Good looking"

In my classroom differentiation is really me explaining one thing in 7 different ways. I have 7 students from kindergarten and year 1. All have very different physical and communication needs. I would say that I it just comes naturally and I don't think about it. But really, I try and make everything as inclusive as possible. So we were using a 10 frame with blocks, with people's photos, the photos on that are laminated in matte laminating so that the glare doesn't affect some of the students. They're on blocks so that students with physical limitations can reach and grab rather than a velcro piece of laminate. I try and make everything inclusive to meet everyone's needs,

"Got two".

So the number whiteboard activity that we did today was differentiated to meet the needs of my students. That was actually made by a colleague. The whiteboard activity was someone else's brilliant idea. And that class, the students have direct access to the interactive whiteboard. So to make it an accessible activity, I was able to find, on the whiteboard there was a 10 frame and the students move. So as you saw, Jasper was moving the photos into the 10 frame then to meet the needs of everyone who can't physically access the whiteboard, I then have the gardening packet with 10 squares, 10 different spaces, and feel the edge and feel the number of spaces there are. And then the photos on the blocks. It's very important to me that students with physical disabilities aren't just watching what their peers are doing, but they're also engaged. And that in many situations is bringing the activity to them

"Three, four or five."

So in my classroom, I will do an assessment on the numeracy before I start a strand. So I've done their whole number assessment earlier in the year, and then I know where to focus on on where to build on. So my whole number programme is based on that. Of course, I'm programming for 7 students at very different levels of learning. Some I will extend some some I will bring back to where they need to be. So in terms of programming, we programme the 4 classes programme together that's there are 4 classes in our book, three classes that I supervise, and we work together to either programme one thing together. So when it comes to whole number, we'll all just kind of add activities and share activities. Whole number we are focussing on really heavily this year. So we're all sharing a lot of whole number ideas. One of my colleagues has made some fantastic whole number activities that then I've adapted to my students to be more object based. We take the standard early stage one outcome. We look at the standard early stage one content descriptors for a whole number and for any strand. And then we just differentiate that and adapt that to our students. So we'll adapt it for a whole class lesson. And then within that, we then go into the little strands for each student.

**Teaching assistant**

"They feel different?"

With the right adaptations, everyone can achieve and everyone can learn to the best of their ability.

**End frame**

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End of transcript