**Transcript for the Tumbulgum Differentiation video**

**Graphic**

“Example of differentiation for students with disability”

Tumbulgum Public School

**Jenni McKeon**

Hi, my name is Jenni MacKean. I'm principal of Tumbulgum Public School, which is a small school on the Tweed in the north coast. We have 30 students and they are from kindergarten to year six. So it's a rural community.

We have quite a high turnover of students. So high transiency.

"What did you have, Tahli?"

It's an interesting job as a teaching principal. So I'm a teaching principal. So I am on class. I get to know all the students very well.

I work closely with all the families to support them and getting their children everything they need.

"Can you help him, who can help him? Show me."

So differentiation to me is about catering to every student in my class, to catering to what do they need to learn today in this lesson?

I often think in learning outcomes, learning intentions, and that way I know where I'm directed and how to differentiate.

"Can you tell me which one?"

So the first part of my lesson was a number talk and number talks are great for differentiation because they offer multiple entry points.

So depending on the children you have, you can design your tasks to cater for exactly what they need to learn.

"Did anyone else get nine?"

In the number talk you can differentiate in so many different ways and find out exactly what you want by being careful how you structure that number talk.

So I gave an example of four numbers, and there were lots of different ways that one number stood out from the other four. That could be as simple as the stage one; it's odd or even. It's got more than one digit.

It's got you know, one's got three digits, one's got two digits. It can be as simple as that or it can be as complex as that's the only one that's a multiple of three or that is the only one that is a square number.

So you can make those numbers or any other concept to cater to the students that you have in your room.

"Because where should your hand be?"

**Student in class**

"Chest!"

**Jenni McKeon**

So the reasons that we don't put our hands up during our maths lessons is to include everybody and to encourage deeper thinking.

So there's a couple of reasons that I prefer a signal like this as opposed to hands up, and that caters really well to our students who have anxiety. It also caters very well for students who are just slower at processing.

And it also means that students who are quick to answer have to think a little bit more deeply, because we're actually challenging them to find more than one answer. So rather that I've got an answer. I've got an answer.

No. How many answers have you got? Can you think of another one? And sometimes I'll even say I can think of three. And that will encourage them to think of more. So I find it a very effective technique.

"OK, stop!"

Assessment and differentiation, one of the things that I would say is really key to that is formative assessment. So formative assessment will really provide the basis of differentiation. If you haven't actually figured out exactly what each child in that class needs to learn.

You can't differentiate. You can't actually provide the instruction that each child needs. So it is really important to do formative assessment, and there's lots and lots of ways to do that. And that will help guide your lesson.

"There's your blocks."

So when it comes to differentiation, and assessment is actually really important that you consider what you're assessing. And when you are doing your assessment, consider the differentiation that you provide so that students are not disadvantaged. If they have been taught in a way that has the differentiation involved and assessing them without it.

It's not fair. You're not actually really assessing what you've taught. So you must always be considerate of how you make those adjustments and how you provide to that range and make sure that you're assessing within what you've actually taught.

"So you're making groups of colours"

In today's maths lesson I differentiated by allowing the students multiple entry points so they could come into the lesson and into activities at the point that they needed to. I also let them learn from each other.

And I think all in all, if you look at those lessons, what differentiation is really about is allowing a student to achieve at their level.

"We're going to use those to make our groups equal."

I think it all comes back to one thing. I think it all comes back to high expectations. I think it's about believing that everybody can succeed and everybody can make progress. It doesn't matter what standard you're working at. It's about getting better from where you are.

It's about everyone making the gains that they need to make to learn.

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