Differentiation in multi-level classes - secondary
The opportunities and the challenges!!!!
Opportunities in Multi-level classrooms

- Students are able to learn at their own pace
- Students learn to work in a group
- Students become independent learners
- Students develop strong relationships with their peers
- Students become partners in learning
For example:

Students as teachers:
Unit standard 2986 – Farming

• Two students prepared a worksheet and gave a “seminar” on Farming in New Zealand.
The challenges....

From: www.englishclub.com

• Finding appropriate teaching resources and materials
• Organizing appropriate groupings within the class
• Building an effective self-access centre in the classroom
• Determining the individual needs of each student
• Ensuring that all students are challenged and interested
• Enforcing English only policies when the teacher is occupied and students are working in small groups or pairs
Background - Hillmorton High School 2014

• Increasing numbers of students Years 9-13
• Individual needs, special needs
• Available contact time with students, (including in-class support)
• Timetable constraints
• “One teacher in one classroom” with many...
• TA support and the use of MOE Funding (Refugee and Migrant)
What is differentiation?

• Wikipedia says......
• .....effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content: processing, constructing or making sense of ideas.
In class considerations

• 1.
• 2.
• 3.
• 4.
• 5.
• 6.
In class considerations....

• Managing Juniors and Seniors
• The practicalities of around Unit standards that can be covered
• Establishing simple but same routines
• Peer assisted learning
• Available materials
Five examples

• 1. Whole department MOE Resource – planning for Years 9-13
• 2. Topic based – Money
• 3. One group within the class – Year 10 “Hetu’s story.
• 4. One lesson – Cloze lesson, two levels.
• 5 One student
1. Whole department

- Planning What it could look like:
  - a year
  - a term
  - a topic
Teacher Planning Templates Incorporating a focus on teaching language

I would like us to think a little deeper about our planning this term and to begin I want us to reflect on the planning templates that we use. I think beginning with the templates we use make a great starting point as the templates act as a prompt in the planning process. It allows us to incorporate all the necessary aspects, think about individuals and groups of children and their specific learning needs and to structure the teaching process.

Obviously each teacher and school has different templates and there is no correct way to plan but I think all teachers love planning and learning from one another. It is through reflecting on what we do and learning from others that we refine what we do. Unfortunately because I am no longer classroom based I don’t have any templates to share myself so I do need your help. Can please share your template planning templates with this community?

On ESOL Online you will find some samples on course planning in years 9-13 which are also helpful in thinking about years 1-6. The EVC 3 Making Language and Learning Work facilitation notes also provide some examples of good questions to think about. I have also found further examples on the NZ Just Teach website (Australian with some adaptation for NZ curriculum) which has some useful prompts in their example plan to use when thinking about what language needs to be focused upon.

This site on assessment online has some Teaching as Inquiry templates and planning sheets that you may also find useful when thinking about your planning.

If you have online examples of how teachers might plan to incorporate a language focus then please share them with us all.

I view the NZ Curriculum (values, key competencies, principles and learning area objectives) as the starting point and then explicit language and literacy and culturally appropriate teaching as threads woven throughout the whole teaching and learning process.

Personal Reflection Questions

Does your planning template have space or prompts to help you incorporate the following aspects?

student needs/Planning for learning/course planning-years 9-13
1. On *ESOL Online* you will find some samples on *course planning* in years.....
http://www.vln.school.nz/blog/view/871775/teacher-planning-templates-incorporating-a-focus-on-teaching-language
Opportunities for multi-levelling

Many courses can be multi-levelled. Multi-levelling requires planning learning pathways for individuals and groups of students which can include:

- TA support
- A range of resources
- Individual learning plans IEP’s
• the selection of appropriate standards
• careful choice of topics – ones that can be achieved at a number of different levels
• the provision of student assessment material that makes specific reference to the performance criteria of the different standards used .........
2. Topic based: Money

1. Inquiry-learning opportunity for Juniors and the short term students from Brazil and Columbia. With set tasks related to a note: e.g. $10.

2. ESOL Unit Standards Level 2 Reading: (Kate Shepherd) Writing: Information text, ESOL Unit Standards Level 3: Write Information texts & Write expressing a viewpoint
Hetu’s story

• Year 10 group of 9 students in senior ESOL
• Hetu
1. Interview techniques taught.
2. Model stories - *From There to Here*
   Mamer, Auckland Refugee Education Co-or 2006
3. Hetu in the “hot seat” to be interviewed.
4. Students recorded interviewed/videoed, wrote details.
5. Everyone was interviewed by a partner and together they wrote and proof read each others stories.
Hetu’s Country - Tokelau

We want to talk about an island called Tokelau. We have a friend called Hetuati and he’s from Tokelau. Not many people know about this island because its population is 1,450. We know that not many people live on a small island. That’s why we think it’s unique to talk about a culture that’s not been shared. As we all know, the islands we know most about are Samoa, Fiji, Tonga. But do we know about Tokelau? Tokelau is near these islands. The climate in Tokelau is normally very sweltering. The temperature is 28 degrees Celsius. Hetu said the traditional dance is amazing. It’s called Hiva and it’s really nice to watch. For the costumes, they wear the Lava lava and they wear Teki Teki on their head. It looks like a halo you wear over your head. It is pretty hard to make but it is part of the costume and dance.

Now we all would want to know how to say hello in Tokelau. In fact in every language we learn about we should learn to how to say hello. If you know how to say Talofa lava, it’s the way to say hello in Tokelau, just the same as in Samoa.

Hetu said one of the most beautiful places in Tokelau, and the most common place to go to on a hot sunny day is the beach. It’s a stunning place over there on Tokelau. And now we will talk about the famous dish they eat. The most famous dish in Tokelau is pork pig. Do you know how to cook pig? First they take out the heart of the pig then the head and the tail, and then they roast it.

One day, we would like to have a holiday at Tokelau to see how beautiful Tokelau really is. We also want to experience how they cook roast pig because we have never tried it before. It will be delightful to have a holiday at Tokelau and to see a Pacific culture that we didn’t know existed. Thank you Hetuati for sharing about your country with us all.

By: Marjorie & Raylene
Year 10
Tokelau

Is a small island in the South Pacific? It measures 10.8sq kilometres.

It is usual to dress up to do traditional dancing. Sometimes they dance inside a hall sometimes outside.

When we greet people we shake hands, but if it is your mother auntie, grandmother is you kiss them on the cheek.

Some of the food that I cooked for my grandmother was fish and rice. I rolled the fish in salt, then in flour, and then I put it in the hot oil to cook. We sat on the ground then we prayed a grace then we ate our food.
My grandmother taught me how to make a flax plate. It is quite hard,

I am still learning how to make them well.
Outcome..

1. Speaking & Writing opportunity for everyone.
2. Independent learning.
3. Presentation standard developed
4. Affirmation for Hetu and ......
4. A lesson – Cloze exercises

- eslnews.org.nz
- PETS
- New Zealanders their pets, or ‘companion animals’ as they are called. We have 4.2 people but 5 million animals. 68% of homes have a pet. Nearly of homes have a or more than one cat. There are cats living with New Zealand. There are 700,000 dogs; of homes have a dog. The Commonwealth Games 2014
- Listen and put the missing words in the spaces.
- The Commonwealth Games
- NZ has a team of athletes at the th Commonwealth Games which opened 2 ago. The Games will continue for 10 Glasgow is a city in Scotland with 1.3 people. The opening ceremony had a Scottish theme and most Scottish performers wore tartan clothes. The attended the opening. The New Zealand shot-putter, Valerie Adams, carried the New Zealand ....
http://eslnews.org.nz/

- (Pat Syme – topical news items).
- These are read and can be differentiated to suit different levels in the class.
Esl news

Listen to New Zealand news, spoken slowly and clearly, using easy vocabulary. Note: Flashplayer if you can't access the ...

About
eslnews.org.nz/?page_id=2
About. Pat Syme Listen August 27, 2014, filed under New Zealand news, spoken slowly ...

Celebrations
eslnews.org.nz/?cat=5
Celebrations; Tags: books ...

Environment
eslnews.org.nz/?cat=11
Environment; Tags: ...

Christchurch
eslnews.org.nz/?tag=christchurch
Posts tagged with 'Christchurch'. « Older ... Tags: Christchurch ...
5. Individual students

- Use email
- Peer teaching & Seniors
- (Gifted and talented, special needs)
What the students say......