

MANAGEMENT OF LEARNING AND DIFFERENTIATION



Managing learning for a range of individual differences involves 3 main features:

- ◆ **Space**
- ◆ **Time**
- ◆ **People**

Space

- ◆ How does the arrangement of furniture and resources in your classroom affect the learners and your relationship with them?
- ◆ Do some students find it difficult to adjust to more learner-centred ways of working? Do they have an expectation that teachers will make decisions, direct activities and solve problems?
- ◆ How easy is it for your students to identify and find resources?
- ◆ Do you use notice boards and other visual stimuli to support the learning?

Time

- ◆ How varied are the learning activities within a single lesson?
- ◆ Do you take time of day into account when planning?
- ◆ Is there time for discussion and recap of what has been learned?
- ◆ Do students have individual checklists and workplans to help them manage their time?
- ◆ Do you tell your students at the start what has to be finished by the end of the lesson?
- ◆ Could students sometimes be grouped by speed of working?
- ◆ Could more able students help slower ones?

- ◆ Is there a range of related activities available for those who finish early?
- ◆ Are those who are slow, but quite able, encouraged to use a clock or watch to time and pace themselves?
- ◆ Are those who finish early, but whose level of achievement is poor, encouraged to evaluate presentation and other improvements they could make?

People

- ◆ Does everyone know what is going to happen in the lesson?
- ◆ Does the session start with something familiar and progress to new material?
- ◆ If students are expressing frustration, are you able to respond clearly?
- ◆ Is the curiosity of students stimulated by the way in which you present material?
- ◆ Do you vary the tone and pitch of your voice throughout the lesson?
- ◆ When you sense unrest in the class, do you do something different?
- ◆ Do you set a strict time limit on activities involving speaking?
- ◆ Do you set small targets for activities and give recognition when they have been achieved?
- ◆ Have you established with the group 3 or 4 basic rules for behaviour?
- ◆ Do you stand back from the situation and weigh up how much the irritating behaviour of one student actually matters?
- ◆ Do you have plenty of back-up material available?
- ◆ If you sense a particular mood in the group do you alter your plans accordingly?