



Intuyu
Consulting

Empowering
21st Century
Learning



Bespoke Professional Learning

Effective Learning Frameworks

Professional Learning Cultures

Applied Learning

Personalised Coaching

Engaging

Authentic

Practical

Transformational



Differentiation in the Classroom Responsive Teaching

Introduction

Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for 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; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Elizabeth McLeod leads the following series of workshops covering various aspects of differentiated instruction and assessment for schools. All workshops are tailored to focus on either a primary or secondary context as appropriate to the requirements of the school.

[Intuyu Consulting's](#) aim when working with schools is to work with the teachers and the school leadership so as to have the school become self-sufficient as quickly as possible.

As our website states:

“We don't just talk, we do. We empower, not tell.

We have teachers and school leadership teams think and come up with solutions best for them.”

Feedback from Teachers who have undertaken Elizabeth's programs

'Many thanks for an informative PL'.

I would like to start using your techniques and adapt the strategies to the course content.

'Thanks, I really appreciated it - thank you so much :)'

'We really enjoyed the PD and am keen to try some things out'

'I attended your PD “Backwards Design Curriculum Planning with Differentiation in Mind” on Monday. It was a wonderful PD and I look forward to sharing my discoveries with the rest of the staff at my school'.

'Thanks for delivering such a rich PD last Friday.'

'Thank you for the excellent PD day on Setting up Differentiated and Brain-Friendly Classrooms'.

Fantastic!

'We would really like to start applying some of your ideas in our school. We got a lot out of it and would like to thank you for the experience'.

Workshop 1

- ***Introduction to Differentiated Instruction***

This introductory workshop covers topics such as:

- ◆ What is differentiated instruction?
- ◆ Key principles of differentiated instruction
 - High quality curriculum
 - Continual assessment
 - Respectful tasks
 - Building community
 - Flexible grouping
 - Teaching up
- ◆ Creating an environment to support differentiated instruction

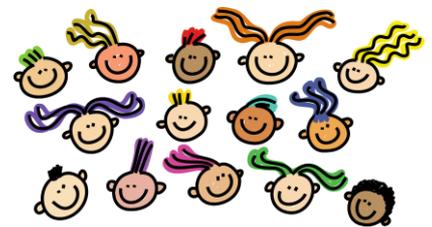


Workshop 2

- ***Knowing your students***

This workshop covers topics such as:

- ◆ Student readiness to learn
- ◆ Interests
- ◆ Learning Profiles



Workshop 3

- ***A framework for differentiated instruction***

This workshop covers topics such as:

- ◆ Differentiating content
- ◆ Differentiating process
- ◆ Differentiating product



Workshop 4

- ***A map of differentiation possibilities by content, process and product with student readiness, learning profiles and interest in mind***

This workshop covers topics such as:

- ◆ Meaningful activities - techniques and strategies
- ◆ Low preparation techniques
- ◆ Implementing choice
- ◆ Quality questions
- ◆ Thinking routines and protocols
- ◆ Anchor activities
- ◆ Cubing
- ◆ Tiering
- ◆ Orbital studies
- ◆ Choice menus
- ◆ Flipped teaching
- ◆ Graphic organisers
- ◆ Flexible groupings



Workshop 5

- ***Differentiating for diverse learning contexts***

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ The Humanities
- ◆ The Arts



Workshop 6

- ***Purposeful Planning for differentiation***

This workshop covers topics such as:

- ◆ Knowing your students (including pre-assessment)
- ◆ Identifying essential learnings / scaffolding essential learnings
- ◆ Identifying assessment tasks
- ◆ Planning differentiated learning experiences and when to embed these into curriculum design
- ◆ Templates



Workshop 7

- ***Assessment and differentiation***

This workshop covers topics such as:

- ◆ Pre assessment
- ◆ Formative assessment techniques
- ◆ Rubrics
- ◆ Summative assessment – selection and strategies



Workshop 8

- ***Sustaining Differentiated Classrooms***

Changing what teachers think doesn't make a difference unless they change what they do – ‘acting our way to a new way of thinking’:

- ◆ Developing a ‘teacher learning community’ with embedded and cyclic time (preferably monthly) to trial, time to discuss and reflect using anecdotes, evidence and work samples, time for new learning, time to plan for the next step
- ◆ Small steps – content, choice, flexibility, accountability through identifying goals, maintaining staff capacity
- ◆ How will we recognise that we are progressing? What will we accept as evidence?
- ◆ Using documentation to look at student work with colleagues
- ◆ Implications for practice
- ◆ Practical techniques



Note: For the impact of this process to be most effective, it would be ideal that the consultant regularly re-visits teachers to hear their stories about trying the strategies, to check for understanding, to guide the discussion and reflection processes, to provide ‘new’ learning and readings in a timely fashion and to ensure that change is being embedded and sustained systematically and appropriately.



Intuyu Consulting has worked with over 300 Government, Catholic and Independent schools around Victoria, Queensland, New South Wales, Western Australia, and New Zealand.

Some of the Organisations and Schools we have worked with recently.....Catholic Education Melbourne; Australian Education Union, Victoria; Multicampus Victoria Western Region Deputy Principal Network, Vic; Lutheran Education QLD; Box Hill Institute, Vic; Epping Secondary College, Vic; Reservoir High School, Vic; Sandringham College, Vic; Billanook Primary, Vic; CBC St Kilda, Vic; Scots School Albury,

NSW; Guildford Grammar, WA; Perth Modern School, WA; John Curtin College of the Arts, WA; Falls Road Primary, WA; Mt Alvernia College, QLD; Ipswich Junior Grammar, QLD; Clontarf State High School, QLD; Ryan Catholic College, Townsville, QLD; Lake Clarendon State School, QLD; Wulguru State School, Mackay, QLD; Humpybong State School, QLD; Redlands College, QLD

Elizabeth McLeod



Elizabeth has worked as a teacher mainly in primary education settings and has taught at every year level. She accepted various school leadership and school executive management roles for leadership, curriculum and administration including Teaching and Learning Coordinator, IBO Primary Years Programme (PYP) Coordinator, and Head of Teaching and Learning at some of Melbourne's top Independent schools. Elizabeth has extensive knowledge and experience with high quality instructional practice, curriculum design, education project management, and design and delivery of professional learning.

As an education consultant, Elizabeth develops and delivers professional learning programmes and instructional coaching to schools, corporate organisations and other education consultancy work.

She listens carefully and engages in substantive conversation to meet the needs of her clients, and personalises programmes to address these needs.

The works above can be presented in a variety of ways:

- *school professional learning sessions*
- *workshops – half day / full day, depending on elements selected*

All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

To request a proposal and full costing tailored to your specific requirements, contact our office and we will be happy to provide these details for your perusal.

Contact: Rachel Manneke-Jones
Email: office@intuyuconsulting.com.au
Call: +61 (0)411 270 277
Mail: 21 Charming St, Hampton East,
VIC 3188 Australia

Contact: Adrian Bertolini
Email: adrian@intuyuconsulting.com.au
Call: +61 (0)413 036 382