Differentiation in Practice

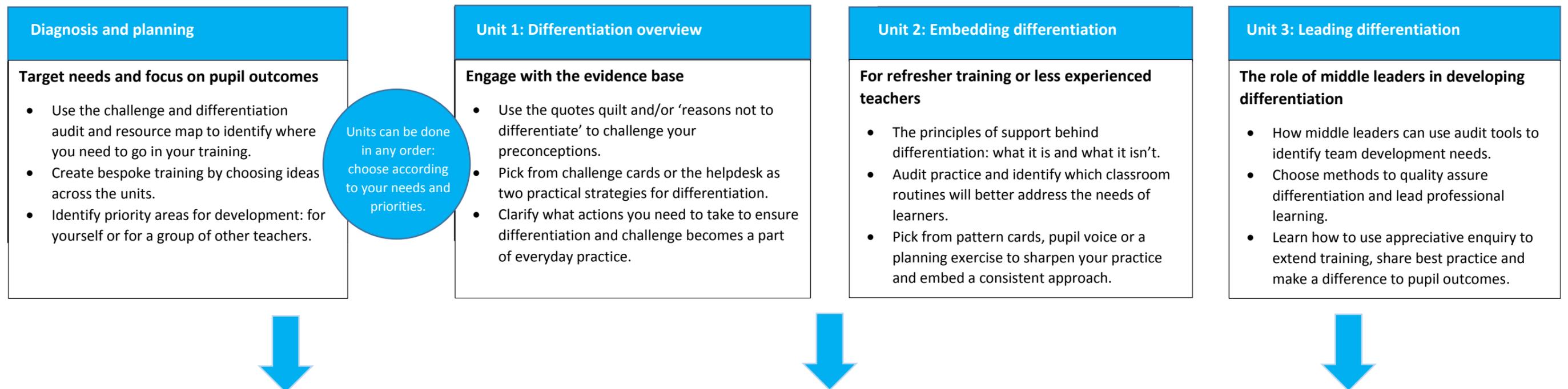**Why should I do this course?**

- **Diagnose** areas for improvement and existing strengths in differentiation practice.
- **Radically improve practice** by providing strategies to help teachers respond to learning as it unfolds in the classroom.
- **Increase teacher confidence and reduce workload** with practical tools to plan effectively and efficiently for differentiation.
- **Support middle and senior leaders** to lead professional learning around differentiation and challenge to make it a mainstay of your school's ethos.

Making the most of this course

1. The units in this course are tailored to meet the needs of different colleagues depending on their level of experience in the classroom. Select the appropriate unit for the group you are training as you see fit.
2. You can do units in any order or even combine activities from different units in order to create a personalised experience.
3. Make use of the associated events and resources to supplement and deepen your learning, and ensure participants document their progress after units.

Suggested participants

- Teaching colleagues of all subjects and phases.
- Teaching assistants and other support staff.
- SLT and middle leaders who can cascade this knowledge throughout the school.

Diagnosis and planning

Target needs and focus on pupil outcomes

- Use the challenge and differentiation audit and resource map to identify where you need to go in your training.
- Create bespoke training by choosing ideas across the units.
- Identify priority areas for development: for yourself or for a group of other teachers.

Units can be done in any order: choose according to your needs and priorities.

Unit 1: Differentiation overview

Engage with the evidence base

- Use the quotes quilt and/or 'reasons not to differentiate' to challenge your preconceptions.
- Pick from challenge cards or the helpdesk as two practical strategies for differentiation.
- Clarify what actions you need to take to ensure differentiation and challenge becomes a part of everyday practice.

Unit 2: Embedding differentiation

For refresher training or less experienced teachers

- The principles of support behind differentiation: what it is and what it isn't.
- Audit practice and identify which classroom routines will better address the needs of learners.
- Pick from pattern cards, pupil voice or a planning exercise to sharpen your practice and embed a consistent approach.

Unit 3: Leading differentiation

The role of middle leaders in developing differentiation

- How middle leaders can use audit tools to identify team development needs.
- Choose methods to quality assure differentiation and lead professional learning.
- Learn how to use appreciative enquiry to extend training, share best practice and make a difference to pupil outcomes.

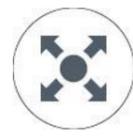## Extend your learning throughout the year with these resources

Live training: challenge and differentiation

Join peers to discuss your challenges, engage with your issues and draw on local networks. Free for all Optimus Education members!

[Register for the live events](#)

Knowledge Centre

1. Find out the [six ingredients for stretch and challenge](#) in lessons.
2. Help [make learning accessible to all](#) with these principles.
3. Try fun extension activities such as [the Challenge Box](#).

Webinars

1. Learn how to use this [training for maximum impact](#).
2. Feeling a bit stretched for time? Watch this webinar about [time-saving differentiation strategies](#).
3. What about differentiating for those with SEND? [Amjad Ali shares his tips](#).