

## 5. Variation in form



Differentiated challenging teaching can be shaped in many ways. For instance, full task first and/or made-to-measure help may relate to one, or more lessons; it can be decided upon by either the

teacher or the pupil; a lot of options can be offered, or just a few, et cetera. A TETT rubric shows the most important dimensions, providing sheer endless possibilities for variation.

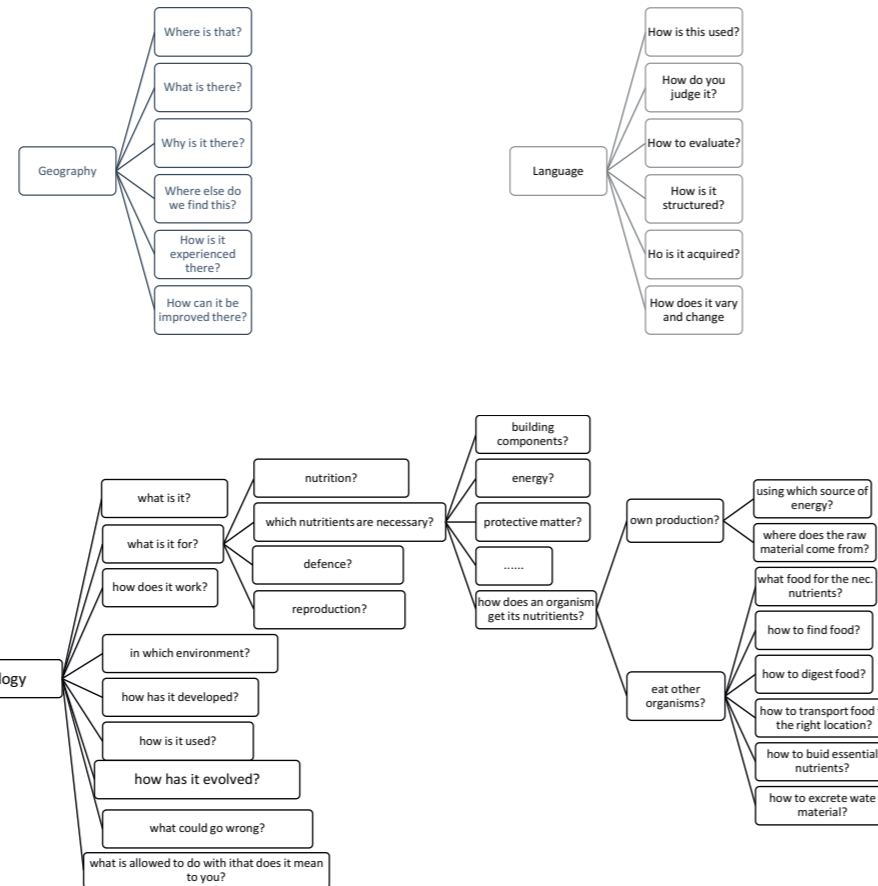
	Aspect	Simple → Complex		
		Simple	Plural perspectives	(Almost) All perspectives
<b>Full task first</b>	<b>Nature of task</b>	One perspective dominates	Plural perspectives	(Almost) All perspectives
	<b>Size of task</b>	Subject material for 1 class	Subject material for a series of classes	+ Fitting into the curriculum guideline
	<b>Who designs the task?</b>	Textbook	Teacher	Pupils & Teacher
	<b>Differentiation of tasks</b>	None	Several options	Personalized
	<b>Product</b>	Simple	Simple/Co-operative	Complex/Co-operative
<b>Customized help</b>	<b>Nature of help</b>	Content	Strategic	+ Pedagogical
	<b>Amount of help</b>	A lot	Limited	Very limited
	<b>Who decides on help?</b>	Teacher	Teacher & Pupil	Pupil
	<b>Differentiation in help</b>	Very limited	Various possibilities	Personalized help
	<b>Resources</b>	Textbook	Textbook and some other resources	Mainly other sources of information

## 6. Variation in perspective



Every school subject has its own way of thinking and procedures. A biologist raises other questions than a historian or a mathematician. It is important for pupils to adopt these ways of thinking and procedures. In TETT, these ways of thinking and procedures have taken shape in

perspectives (views) that teachers as well as pupils can use for formulating questions and developing and testing replies. By using these perspectives you can deepen differentiated challenging teaching in your own school subject as well as develop interdisciplinary projects with your colleagues.




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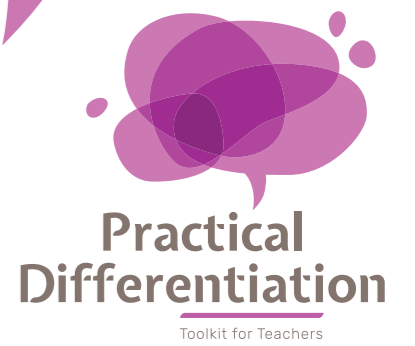


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## TETT Talent Education Toolkit for Teachers

English



# TETT Talent Education Toolkit for Teachers

Recent studies in secondary schools have shown that a quarter of all pupils indicated they were often bored, because the subject material does not match with their learning needs. With gifted pupils, the percentage reaches 56%. This has motivated the Erasmus+ project Talent Education, aimed at preventing or combatting underperformance.


In project Talent Education, teachers, scientists and trainers joined forces to develop new teaching methods adjusted to the learning needs of various groups of children and adolescents.


The TETT is a joint toolkit enabling teachers to adapt their instructions to the learning needs of their pupils in practical ways.


The TETT includes methods, step-by-step plans, lesson examples and manuals.

TETT comprises four separate toolkits:

 TETT **Design Thinking** for primary and secondary education

 TETT **Practical Differentiation** for secondary education

 TETT **Metacognitive Skills** for primary education

 TETT **Challenging Young Children** for preschool and kindergarten education



[www.talenteducation.eu/toolkitforteachers](http://www.talenteducation.eu/toolkitforteachers)

## Taking differences into account is rewarding

Pupils of the same class are not all the same. They differ in level, prior knowledge, interests, perseverance, fear of failure, and so on. Therefore, it is preferable not to treat pupils the same, and to adapt teaching to the pupils'

differences. Research has shown this is rewarding. When differences are taken into account in the classroom, this results in increased motivation and achievements of all pupils.

## Yes, but how can this be done in practice?

Adapting to differences is easier said than done. As a teacher, you generally see 150 pupils in your classroom each day, most of whom you meet only twice or three times a week. In addition, you do not have a lot of time available before, during and after your classes to really

pay attention to those differences. So any differential approach should not only advance every pupil's learning, it should also be adjusted to the teacher's possibilities in a regular classroom situation.

### Criteria to be met by a differential approach:

- Positively motivating all pupils and having them learn effectively
- Practical usability for the teacher

Teachers will not consider any new approach useful until it is clear how ideals can be translated into practice, how other important goals can be realised at the same time (such as maintaining order, finishing the subject material in time, et cetera) and that all this can

be attained without needing a lot of time and means. To this end, TETT presents a toolkit for differentiation which is in line with what is known about motivated and effective learning, and is of practical usability for the teacher as well.

## Differentiation: Basics and Deepening

We have two distinct toolkits: a basic toolkit and a deepening one, each consisting of three steps. By means of the basic toolkit, you can create practically differentiated lessons simply by reversal and omission. The deepening toolkit allows you to keep on expanding your differentiated educational repertoire.

### Basic toolkit


- Reversal
- Omission
- Checking

### Deepening toolkit

- Ambition
- Variation in form
- Variation in perspective


## Basic toolkit

### 1. Reversal: Full task first

 Many classes start with an explanation of the new subject matter, followed by relatively simple smaller assignments (partial tasks), and ending with more difficult assignments (full tasks) which pupils

generally consider to be more interesting and relevant. So now we suggest starting the class by introducing such a motivating full task (reversal). This task will be the theme of the teaching.

### 2. Omission: Made-to-measure help

 Subsequently, all that is normally offered in class, like explanation and partial tasks, may now be viewed as help for taking on

the full task. Some pupils need a lot of help, others do not. Pupils get the help they need (made-to-measure help) and all other help is omitted.

### Example lesson - Biology - A lesson about the ear

#### Before

The teacher first explains the new subject material about the structure of the ear and how it works. Then the pupils start their partial tasks associated with the subject. In conclusion of the class, the teacher brings up the example of the 'ringing ears' and he asks his students whether Vincent van Gogh would hear better or worse after having cut off his auricle.

#### After reversal and omission

##### Full task first

The teacher starts his lesson on the ear by introducing Vincent and his cut-off auricle and invites his pupils to discuss for two minutes if his hearing is better or worse, and why?


##### Made-to-measure help

After the introduction of Vincent, pupils have a choice. They can either start with this task immediately, with just the ear diagram from the textbook to help them, using all terms mentioned in the diagram in their answers to the question. Or they can listen to the teacher's explanation about the structure of the ear before tackling the Vincent assignment.

More examples can be found at TETT:

[www.talenteducation.eu/toolkitforteachers/practicaldifferentiation](http://www.talenteducation.eu/toolkitforteachers/practicaldifferentiation)

### 3. Checking


 Now you have succeeded in reconstructing regular teaching into differentiated teaching by reversal and omission. To decide whether the newly-designed teachings or classes already given were construed

effectively differentiated, we formulated some criteria as questions for you to go through after you finish designing your classes. Where necessary, you can adjust your design. You can also invite your pupils to answer these questions at the end of the class.

Criteria of efficiency	Criterion as questions	Check	
Opportunity	Goal oriented	Have you been exercising the capabilities you need to develop?	
	Clarity	Did you know what you were supposed to do?	
Wanting	Interest	Did you think it was interesting?	
	Expectation of success	Did you feel you could do it?	
Being able	Challenging	Was it too easy, or too hard for you?	
	Feedback	Did you get the help you needed (not too much not too little)?	
Trust	Respect, understanding, care	Did you feel taken seriously?	
	Autonomy	Did you have freedom of choice? Did you feel in control?	

## Deepening toolkit

### 4. Ambition: Expanding your educational repertoire

 Reconstruction of regular teaching by reversal and omission is a way of thinking about teaching you can vary with endlessly, and it enables you to continuously expand your own educational repertoire. In order to map out your own learning path as a teacher, you first have to be aware

of what you are currently doing, and why. Based on this, you may then wish to expand your repertoire step by step, building on what you already know and are able to do, again and again. The TETT Practical Differentiation toolkit provides you with practical models to do so.

#### A Teacher's Goal System

