SCHOLARS

- Coil, Carolyn, Education Consultant
- Henderson, Lesley. Flinders University
- Jarvis, Jane. Flinders University
- McTighe, J. & Wiggins, G., Understanding by Design
- Tomlinson Carol Ann: University of Virginia
- Ritchhart, Ron: Project Zero,
  Harvard Graduate School of Education

THINKING SKILLS AND STRATEGIES

Reflection
3:2:1 RIQ

Thinking Routines
Visible Thinking Routines (Harvard Project Zero)
Sentence, Phrase, Word

Templates
Questivities™

CONCEPTS

Equity
Excellence
Diversity
Differentiation

Knowledge Organiser: Jarvis -Tomlinson Model Workshop 1 March 10, 2020

MODELS

Concept Development. https://www.janetfarrall.com.au/teacher-resources

Jarvis-Tomlinson model of Differentiation

DIFFERENTIATION

is a teacher's proactive response to

LEARNER DIFFERENCES		
Readiness (growth)	Interests (engagement)	Learning Profile (preferred approaches to learning - efficiency)

shaped by mindset and guided by an inclusive philosophy

KEY PRINCIPLES				
Quality Curriculum	Flexible Grouping/ Management	Ongoing Assessment	Respectful Tasks	Supportive Community

applied to

CLASSROOM ELEMENTS			
Content	Process	Products	Environment

through the application of

TEACHING/ CLASSROOM STRATEGIES			
Curriculum Models	RAFTs	Learning Contracts	Graphic Organizers
Independent Studies	Learning/ Interest Centers	Anchor Activities	And numerous others

RESOURCES

Tomlinson, C., 1999, *The Differentiated Classroom: responding to the Needs of All Learners,* Hawker Brownlow education.

Tomlinson, C., and McTighe, J., 2006, *Integrating Differentiated Instruction and Understanding by Design*. ASCD

Tomlinson, C., and Moon, T., 2013, *Assessment and Student Success in a Differentiated Classroom,* VA, ASCD

Tredick, K., 2009, *Differentiation Smart Reference Guide*, NV, J Taylor Education www.jtayloreducation.com