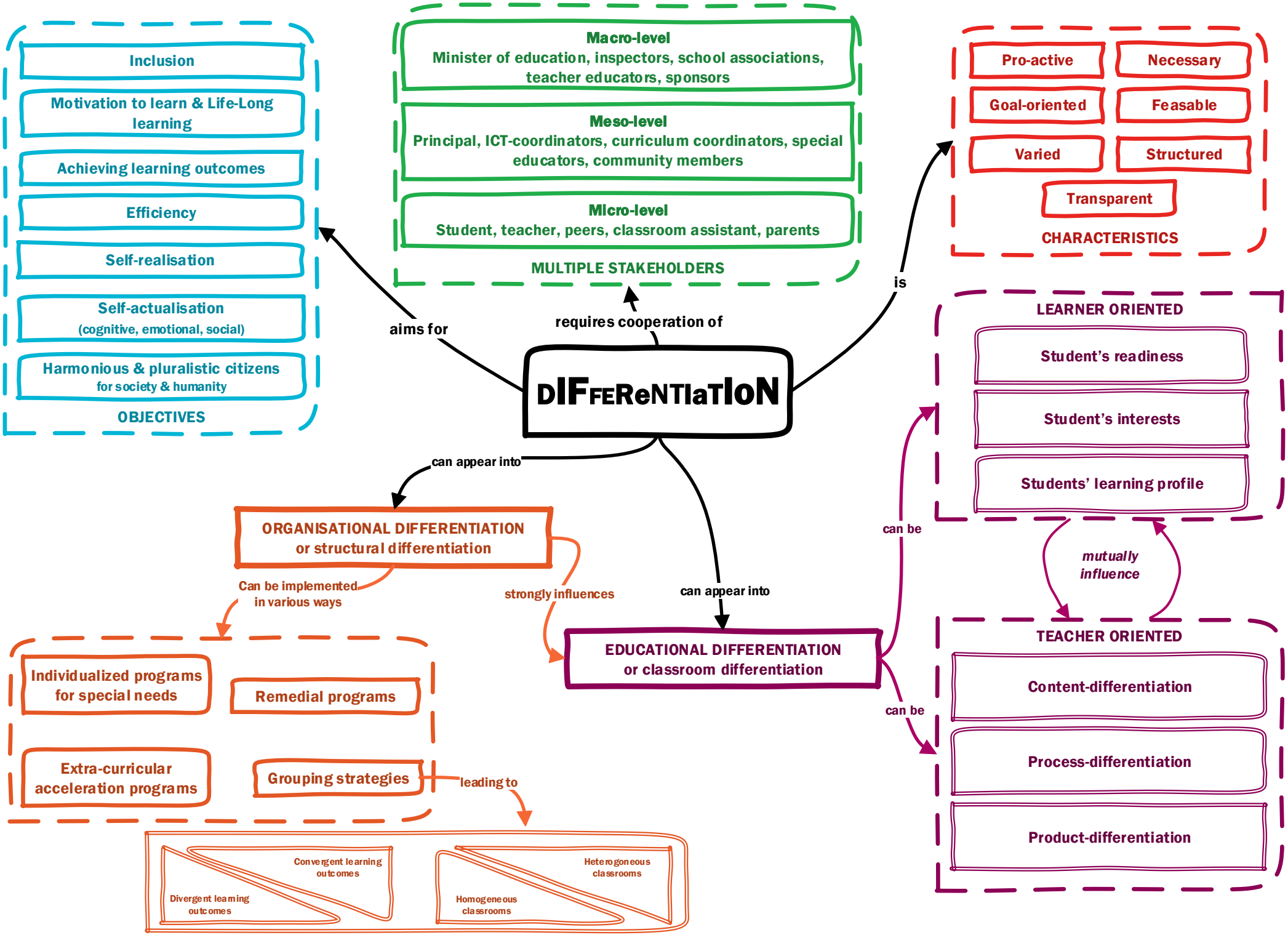
DIFFERENTIATION
aims for
Inclusion
Motivation to learn & Life-Long learning
Achieving learning outcomes
Efficiency
Self-realisation
Self-actualisation (cognitive, emotional, social)
Harmonious & pluralistic citizens for society & humanity
OBJECTIVES
requires cooperation of
Macro-level
Minister of education, inspectors, school associations, teacher educators, sponsors
Meso-level
Principal, ICT-coordinators, curriculum coordinators, special educators, community members
Micro-level
Student, teacher, peers, classroom assistant, parents
MULTIPLE STAKEHOLDERS
is
Pro-active
Necessary
Goal-oriented
Feasable
Varied
Structured
Transparent
CHARACTERISTICS
can appear into
ORGANISATIONAL DIFFERENTIATION or structural differentiation
Can be implemented in various ways
Individualized programs for special needs
Remedial programs
Extra-curricular acceleration programs
Grouping strategies
leading to
Convergent learning outcomes
Divergent learning outcomes
Heterogeneous classrooms
Homogeneous classrooms
strongly influences
can appear into
EDUCATIONAL DIFFERENTIATION or classroom differentiation
can be
LEARNER ORIENTED
Student's readiness
Student's interests
Students' learning profile
mutually influence
TEACHER ORIENTED
Content-differentiation
Process-differentiation
Product-differentiation
can be