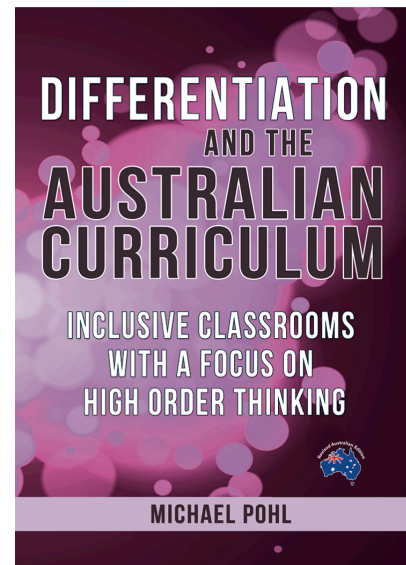


Differentiation and the Australian Curriculum: Inclusive Classrooms With a Focus on High Order Thinking

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Summary:

The Australian Curriculum is an important step forward in the standardisation of education in Australia, and as such needs to be supported by quality resources for educators. This revised edition of *Differentiation and the Inclusive Classroom* includes a wholly new first chapter dedicated to this national curriculum and explaining how this new curriculum helps to promote student growth both academically and mentally. The book itself includes further information as to how the rubrics presented in the previous edition translate under this new framework.

Differentiation may imply many different things to different people in varying contexts. In an inclusive classroom, what students learn may vary; what students do may vary; how they may show understanding may vary; and, finally, how students are assessed may vary.

This book seeks to clarify how teachers may create a positive learning environment for all by providing appropriate levels of challenge for all students and allowing various ways for students to demonstrate understanding. Terminology such as differentiation, inclusive practices, complex thinking tasks and classroom culture of thinking are discussed and clarified. A learning environment is described that provides for challenge; allows for differences; and is inclusive of the needs of students that vary in terms of their abilities, strengths, limitations, interests and preferred ways of learning.

Collectively, this book provides a comprehensive overview of how teachers go about creating inclusive classrooms, plan differentiated learning activities, program with a thinking focus and infuse high-order thinking into lesson materials.

Supporting Resources:

- *Gifted Students in the School Context* (HB0152)
- *Developing a Thinking Curriculum in Your School* (HB2941)
- *Learning to Think, Thinking to Learn* (4552)
- *Still Learning to Think, Thinking to Learn* (HB0221)
- *Teaching Complex Thinking* (6122)


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