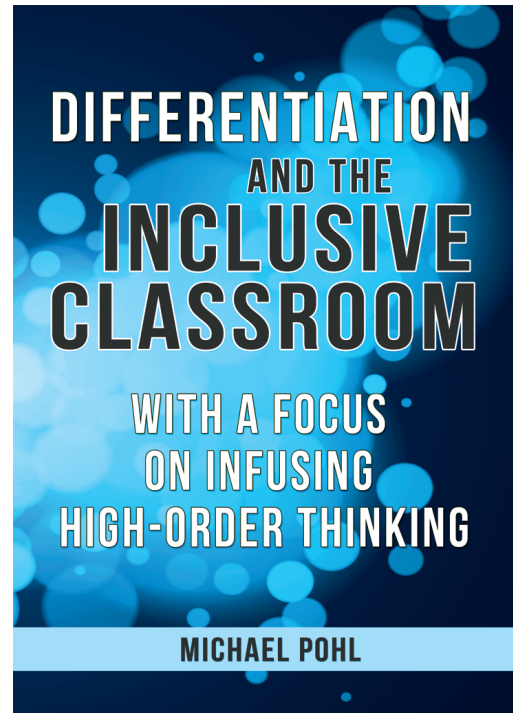


Differentiation and the Inclusive Classroom

With a Focus on Infusing High-order Thinking

Author(s): Michael Pohl

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Summary:

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.

Related 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)*

**Hawker Brownlow**
EDUCATION
PO Box 580
Moorabbin VIC 3189
Tel: +61 3 8558 2444
Fax: +61 3 8558 2400
Web: www.hbe.com.au
Email: orders@hbe.com.au