

CELEBRATING DIVERSE LEARNERS: DIFFERENTIATING INSTRUCTION IN RESPONSE TO READINESS, INTEREST, AND LEARNING PROFILE

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Carol Tomlinson's differentiation model is a research-based curriculum and instructional framework for responding to differences in students' levels of readiness, their learning profiles, and their interests, in order to optimise the match between students and learning opportunities. In this workshop, participants will be provided with (a) essential background information and research evidence about the model, (b) samples of differentiated learning activities and assessments in a range of subject areas, and (e) resources to support their efforts to implement the model. In addition, participants will be guided, by one of Dr. Tomlinson's Ph.D. students, through a series of activities that will help them design differentiated learning opportunities for their own schools or classrooms. Gifted students – those who demonstrate advanced performance, those who are just beginning to exhibit signs of high potential, and those whose extraordinary potential remains latent – are part of the inevitable diversity that occurs within any group of students. There is no single profile of giftedness, just as there is no “standard” student within any other category. Whether designing curriculum for advanced students within a heterogeneous classroom or in the context of a specialized program, deliberate attendance to student diversity is essential to maximizing the growth of all learners.