

In Ontario classrooms, teachers work diligently to differentiate instruction for students. We recognize in curriculum and in policy initiatives that students learn in different ways and require different methods of instruction to maximize their learning.

As our secondary students progress to post-secondary education, their ways of learning continue to require our care and attention. In our academic courses and in our practicum placements, the Faculty demonstrates our belief in differentiation, at all levels of education.

While the learning outcomes and the exit requirements remain consistent for all students, the ways in which we support students in achieving these requirements may differ. As professional educators, we ask that you use your experience and sound judgement to work out a plan that best suits the circumstances, while ensuring a valuable teaching / learning experience for the Teacher Candidate and the students in the host classroom.

Here are some suggestions:

- Allow TCs to bring their expertise that will build on their strengths, personal interests and undergraduate studies. For example, a Teacher Candidate might teach a lesson each week with a focus on arts, sustainability, geography, or health and fitness, addressing appropriate grade level cross-curricular expectations in mathematics, language or science. Such lessons engage both Teacher Candidates and students in the host classroom in the learning process. The confidence of working in a subject area with which they familiar will allow more time for focusing on the important aspects of pedagogy.
- Engage with your TC in co-planning and co-teaching to provide your TC with insights into your planning processes and rationale for lesson development. Have the TC deliver sections of the lesson with your support.
- Assign TCs responsibility for support of individual students or small groups to allow for a gradual release of responsibility.
- Create a routine to allow the TC to become comfortable with specific parts of lesson delivery or classroom activity.

We differentiate instruction for our students to maximize their learning. A differentiated approach asks you to find creative and individually appropriate ways to help the Teacher Candidate achieve the standards outlined by the learning outcomes and exit requirements. Use your professional judgement and expertise to support the Teacher Candidate. As always, your York Practicum Facilitator would be pleased to provide more information about differentiation for TCs.