Differentiated Curriculum at St Luke’s

At St Luke’s, we understand that differentiation is not a curriculum. It is a way of thinking about learning. Differentiation is synonymous with good teaching.

Being an inclusive community of learners, we feel that children benefit from learning with their peers, not isolated from their peers. We believe that all children have a right to learn at their level of academic development within their class group.

Staff members at St Luke’s are committed to the development of a high-quality curriculum for all students, one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Teachers use the Western Australian Curriculum to develop teaching and learning programs that build on students’ interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

At St Luke’s, we strive to make the curriculum accessible to all students through differentiation. We hope to achieve this by coming to know our students through a continuous cycle of assessment, teaching and learning, and assessment, including reporting to parents.

Through discovering what our students already know and are interested in learning about, we are able build a learning profile and plan learning tasks that cater for all children. In understanding our students’ preferred intelligences, we can unlock new ways for students to demonstrate their learning.

Both creative and critical thinking are vital skills for our young people if they are to become productive problem solvers and mindful decision makers, as they shape their world.

At St Luke’s we use BLOOM’s Taxonomy when planning for all aspects of the school curriculum. This direction came from our work with Teacher Designed Schools and a year of research. Data collected by John Hattie and his meta-analysis of what strategies have the best impact on improving student results in education provided a starting point for the staff to research best practice in teaching. BLOOM’s Taxonomy is our reference for all questioning and activities.

Differentiation does not mean that children are working on outcomes outside of those being covered in class. It means that we adjust the activities to be more or less challenging to suit our students’ needs, while still presenting all children with WA Curriculum outcomes. Differentiation means that we adjust the process and the product expectation and extend the lesson content when required to do so.

We encourage children to use meta-cognitive skills and become learners who think about their thinking and reason about the mysteries of our world. By doing this, we prepare them for an ever changing world.

Differentiating the curriculum, to include thinking skills and levels of questioning, creates a learning environment that produces successful learners, confident individuals and responsible citizens of the future.