What do we know about student differences and learning?

- When students work at a moderate level of challenge, learning (growth) is optimal.
  **DIFFERENTIATION BY READINESS**

- When students work in ways that are comfortable for taking in, making sense of, and showing their understanding of information, learning is more efficient.
  **DIFFERENTIATION BY LEARNING PROFILE**

- When students work in an area of interest, motivation and engagement are maximized.
  **DIFFERENTIATION BY INTEREST**

- When students feel safe, comfortable, and respected as individuals, learning is more likely to occur.
  **POSITIVE LEARNING ENVIRONMENT**

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Appropriate Challenge for Learning

**Boredom**
- Lack of engagement

**Too Easy**
- I get it straight away
- I already know how...
- This is basic
- I’m cruising
- I feel relaxed
- I’m bored
- **Success takes very little effort**

**Too Hard**
- I don’t know where to start
- I can’t figure this out
- I’m missing key skills or knowledge
- I’m running on the spot
- I feel frustrated
- I feel angry
- This makes no sense
- **Effort doesn’t pay off**

**On Target**
- I know some things
- I have to think
- I have to work
- This takes persistence
- I hit some walls
- I’m on my toes
- I have to re-group
- I feel challenged
- **Effort leads to success**

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Adapted from Tomlinson (2006)
Mindset

<table>
<thead>
<tr>
<th>Fixed (Trait)</th>
<th>Growth (Incremental)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence is innate and stable – you are born with a certain amount of it</td>
<td>Intelligence is malleable – you can improve how intelligent you are over time</td>
</tr>
<tr>
<td>Focus is on PERFORMANCE – school is about opportunities to prove how much innate intelligence you have</td>
<td>Focus is on LEARNING – school is about opportunities to improve your intelligence by learning new things</td>
</tr>
<tr>
<td>Preference is for tasks that can be done well with little effort – the need to work hard shows a lack of intelligence</td>
<td>Preference is for tasks that are difficult and involve academic risk – hard work results in improved intelligence</td>
</tr>
</tbody>
</table>

Which mindset do we reinforce through the ways we teach and assess students?

Your turn...

- What are some ways that you communicate (or could communicate) the message that learning is valued above current performance?
- What are some ways that you communicate (or could communicate) the importance of appropriate challenge for learning?