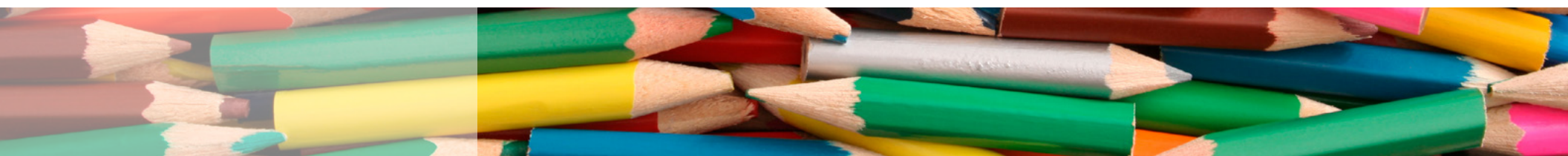


General Examples of Pedagogical Flexibility

DIFFERENTIATED INSTRUCTION
Helping all students achieve educational success



Coordination and content

Direction de l'adaptation scolaire
Direction générale des services de soutien aux élèves
Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

Title of original document

Outil complémentaire 1 de 3 – Exemples généraux de flexibilité pédagogique

English version

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DESCRIPTION

This document contains general examples of pedagogical flexibility that can be applied when teaching various school subjects. These examples present ideas or avenues for exploration, but the list is not exhaustive. The suggestions offered for one element that can be

differentiated may also be applicable to another element. Readers who want to learn more about pedagogical flexibility in connection with one subject area in particular are invited to consult Complementary tool 2, which provides examples related to several school subjects.

General examples of pedagogical flexibility

ELEMENTS FOR DIFFERENTIATION	WHAT THAT MEANS	SOME SUGGESTIONS
Content	Key features of the competencies to be developed in accordance with the Québec Education Program; knowledge to be acquired in accordance with the Progression of Learning for each of the different subjects	<ul style="list-style-type: none">› Target the content¹ listed in the Progression of Learning.› Target one or more key features of the competency to be developed.› Propose various choices (e.g. consider the student's interests) for learning situations (texts, problems, materials, themes).› Use a variety of resources and tools (also applies to processes).

Note: The materials made available to students may relate to content, processes and learning environment simultaneously.

1. Although the learning content set out in the Progression of Learning is compulsory, it is not necessarily taught to all students at the same time.

General examples of pedagogical flexibility

ELEMENTS FOR DIFFERENTIATION	WHAT THAT MEANS	SOME SUGGESTIONS
<p>Processes</p> <p>Two angles to consider with regard to providing scaffolding² in accordance with student needs</p> <p>Teachers</p> <p>Means taken by teachers to facilitate student learning:</p> <ul style="list-style-type: none"> › target pedagogical strategies › plan their actions › support students in the various stages of learning 	<ul style="list-style-type: none"> › Activate the students' prior learning before explaining a task. › Vary the type of feedback given to students (in writing, verbally, using digital tools, etc.). › Emphasize effective strategies that enable students to complete tasks and meet the educational aims. › Ask students questions in order to make them aware of the processes involved in carrying out tasks, developing competencies and acquiring knowledge (metacognitive development). › Vary and model the use of different self-evaluation tools. › Provide modelling to all the students, a group of students or an individual student. › Propose activities involving mobilization of acquired learning and challenges to be met (also applies to content). › Allow students to carry out certain tasks in the order that suits them (choose the order in which they will answer questions, draw up an outline before or after writing a draft, etc.) › Consider the students' age and learning pace when planning learning situations (planning content). 	

Note: The materials made available to students may relate to content, processes and learning environment simultaneously.

2. Scaffolding consists in providing temporary customized support to the learner so that they can carry out a task that they are not yet able to complete on their own. (Saint-Laurent and Boisclair, 1995, 6) [*Translation*].

General examples of pedagogical flexibility

ELEMENTS FOR DIFFERENTIATION	WHAT THAT MEANS	SOME SUGGESTIONS
Processes <i>(cont.)</i>	<p>Students</p> <p>Resources and strategies mobilized by students to access the understanding and learning that will help them carry out tasks and participate in learning situations</p> <p>and</p> <p>metacognitive development</p>	<ul style="list-style-type: none"> › Carry out a task or participate in a learning situation by choosing the strategies that are most effective for them. › Challenge themselves to try out new technological tools to carry out a task. › Use new processes that are out of their normal comfort zone in order to carry out a task. › Provide scaffolding to a classmate. › Model a process in front of other students.
Learning environment	<p>Learning environment in which students evolve</p> <p>and</p> <p>ways in which the class is organized</p>	<ul style="list-style-type: none"> › Vary the ways in which work is done (alone, in pairs, in homogeneous or heterogeneous groups, as a class). › Allow the student to choose to carry out a task alone or as part of a team. › Vary the classroom set-up during the year. › Implement routines, learning centres and workshops.

Note: The materials made available to students may relate to content, processes and learning environment simultaneously.

General examples of pedagogical flexibility

ELEMENTS FOR DIFFERENTIATION	WHAT THAT MEANS	SOME SUGGESTIONS
Products	Ways to demonstrate a student's progress, what they have learned and what they are capable of accomplishing throughout their schooling*	<ul style="list-style-type: none">› Vary the ways in which students can demonstrate their understanding (verbally, in writing, in the form of a chart or video, etc.).› Allow students to choose the format (written, oral, film, screenplay or script, recording, etc.) in which they will demonstrate their understanding.› Allow students to use technologies to help demonstrate their understanding. <p>* Teachers who want to document a student's development of a competency for the purpose of regulating teaching and learning may do so, not only in writing, but also through an audio recording or video, verbally or in other ways.</p>

