



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Methodologies of Pedagogical Differentiation

Section of the module /E

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General description :

“Differentiating is, by definition, giving an individualised attention to each student, it is dealing with students in a different way, according to their needs”, (Ferraz, 1994)

Pedagogical differentiation is a challenge to all professionals in education as the educational realities are dynamic, with a great linguistic cultural and social diversity.

Innovating and building teaching strategies that answer all the children’s needs and meet the different learning profiles is, no doubt, a problematic that deserves the attention of all the educational community.

This worksheet is intended to a group of children, aged between 3-6, pre-school group.

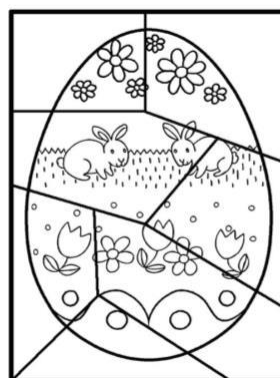
As an educational professional in the level of teaching I have to stress that differentiation is present in my daily activity, once children, besides the heterogeneity of ages, show different interests, needs and different learning and development paces.

Title of the worksheet: Building a puzzle related to Easter

Global definition/short description of the content: this activity aims at:

- Developing thinking and mathematical reasoning;
- Solving problems in a context of game;

- Representing and acquiring mathematical concepts:
- Exploring space and object.



Use/area of application: This worksheet is intended to a group of children, aged between 3-6, pre-school group.

Due to the development characteristics and the age groups that compose the group, I decided to use a 6-piece puzzle, with a regular frame and a guiding model, in order to make it easier for 3-4 year olds and to give the older ones the opportunity of helping the younger ones if they need. For those aged 5-6 I used a 7-piece puzzle with an irregular frame to increase the level of difficulty.

I have to mention the fact that the images were selected by the group according to the theme which being studied in the classroom at the moment – Easter.

Principles and theoretical fundamentals: The movement of Modern School is a sociocentric model where the development of skills shows evidence in action, in democratic participation in the area of the organization of structures of educational cooperation. Knowledge is built with the combined work of the educator and children.

This pedagogical work is based on cooperation, communication and dialogue to learn. The cooperative actions allow the children to work together to achieve shared goals of learning.

The social and cultural perspectives of learning inspired in the work of Vigotsky give language and learning a central position in the formation of the human mind. Vigotsky tells us that learning is a complex social and cultural process, organized, specifically human, universal and necessary for the development. Thus, learning is no longer an individualised process; it is social and makes it easier for others.

In this pedagogical model, children participate in the decisions about the curriculum, that is, they propose and plan how to put it into practice and with who. Foreseeing what they are going to do is to be aware of

what was done, allowing the children to acknowledge themselves as learners and to develop their conscience as learners and to develop their curiosity and will to learn. It is the democracy of the group. This democratic participation allows the council of cooperation where children plan, regulate, accompany and manage their activities.

The pedagogical model MEM, is based on an organization where the peers support each other. It favours the difference of what each child can do with the help of a mate or of someone who is more skilled.

The teachers structure the children's participation in such a way that their responsibility and autonomy and are increasingly bigger. Their organization is based on three fundamental pillars: the organization of the space and of the educational materials and the organization of the learning time and of the monitoring system.

Instruments: Education in pre-school must promote environments that provide challenging and motivating situations and thus leading the child to build knowledge.

According to Lopes da Silva, in Curricular Orientations to pre-school education (2016) "the organization of the space in the classroom is the expression of the intentions of the educator and the dynamic of the group, being essential that the group questions its function, aim and use in order to plan and justify the reasons for this organization."

In MEM great importance is given to the pedagogical scenario in the classroom. It is necessary to create areas of work where the materials and monitoring objects, auxiliaries of organization are exposed at the reach of children so that they can use them in an autonomous way.

Therefore, the classroom has eight areas of work where the children can choose different activities during the day. They are:

- Library
- Writing workshop
- Area of science
- Drama (symbolic game)
- Plastic expression
- Food culture
- Multipurpose

The space is organised in order to allow the children to choose the different areas in pairs, in small groups or individually.

There is a placard in the classroom to put all the monitoring instruments, such as a calendar, attendance

list, weather map, the plan for the day, the weekly agenda, the map of the activities, the diary of the group, the rules negotiated by the group. These instruments are written registrations that support the management of the group, the space, time, projects, individual and classroom tasks, allowing the constant monitoring of the group.

The calendar where the notion of time is worked and the date is set.



The map of the activities sets up the cooperative management of the space and resources. This monitoring instrument has got the aim of making the group responsible for the maintenance of the room; all the children have an activity chosen by them, which are exchanged every week so that they all can participate in all the activities. These activities are made in pairs (a younger child with an older one).

In the end of the week they assess their responsibilities/tasks.



The map of the weather: each child sees the climate changes.



Attendance list: where each child marks his attendance (belonging to the group).



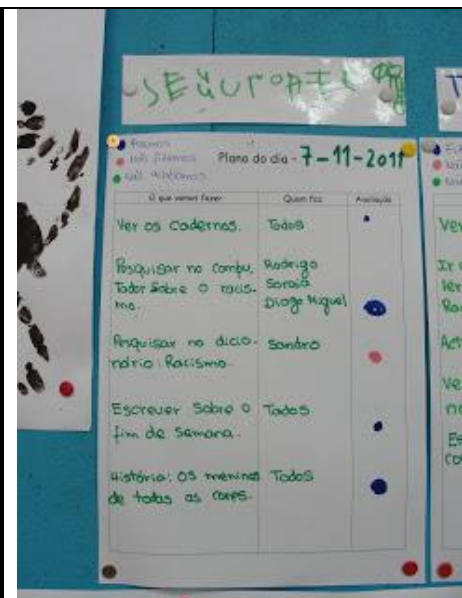
Activity map: The children choose the activities they want (managing time and space).



Weekly agenda: this agenda helps planning the everyday life of the group. In the morning children may be more autonomous, with activities in the areas and projects proposed by them. In the afternoon, there are activities dedicated to cultural entertainment and group work. These moments are driven by the educator and there are writing activities, maths, science, music, stories, etc.



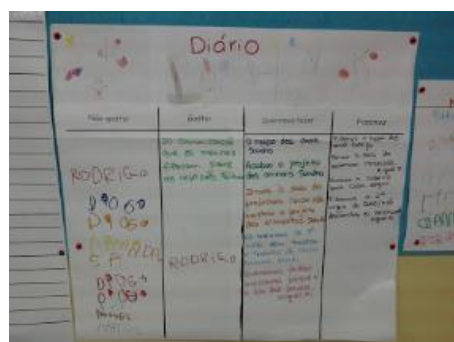
The daily plan is a planning and evaluation instrument that will be a reference for the day.



The rules of the classroom are settled with the children, according to the needs of the group.



The diary of the group allows regulating and analysing in cooperation the life of the group; it promotes assertiveness, it allows the daily use of democracy, it promotes the cooperative management of the curriculum through planning and evaluation, it allows a socio-moral development of the group.



Presentation of methodology: MEM proposes the building, through the action of the teachers that

integrate it, of a democratic action and the socio-moral development of the students, who they work with, assuring their participation in the management of the educational curriculum. Thus the students feel responsible to work with the teachers when planning the activities, for mutual help in the learning that take place in the course of study projects, investigation and intervention for participating in their evaluation.

Evaluation: This evaluation is based on a cooperative negotiation of the merits and control of the objectives of the collective curricula and individual work plans or any other maps or lists of verification of the learning process, which is used to register and monitor what was settled in the contract of the Council of Educational Cooperation.