



2022 EL PI

Dept Meet 2023 T1

Sharing & Discussion

Mrs Tan Kum Chee, Mrs Jassie Teo, Mr Samuel Chan,
Mr Alwin Ho, Dr Choo Li Lin



EL Dept PI Main Research Question: Does the RGS EL and ELit curriculum cater to the high ability EL learner?

2020

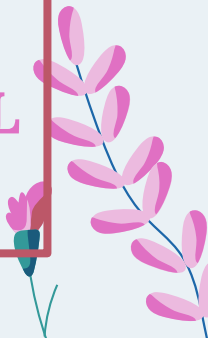
2021

2022

Do the RGS EL and ELit learning menus provide challenge for the high ability EL learner?

What is the RGS student's experience of EL and ELit learning menus?

Do RGS EL teachers design and enact DI for the high ability EL learner?





Unit Plans Analysis Findings

ORAL: <i>Number of DI instances</i>	2021 units	WRITING: <i>Number of DI instances</i>
10	Y1	6
4	Y2	3
2	Y3	4
2	Y4	1
18	TOTAL	14

- More instances of DI observed in the **oral units** compared to **writing units**.
- More instances of DI observed in **Lower Years** than in **Upper Years** for both oral and writing units.

ORAL: <i>Nature of Differentiation Score</i>	2021 units	WRITING: <i>Nature of Differentiation Score</i>
1	Y1	1 - 2
1	Y2	1
1	Y3	2
1	Y4	1

- All units scored no more than '2' on the NAGC rubric for nature of differentiation, with most units given a score of '1'.

High score reflects
high quality





Survey Findings

(Dept Members' Perceptions of Aspects of DI)

1. Knowing DI

- a. ALL were able to articulate at least one form of DI in a unit.

3. Enacting DI in General

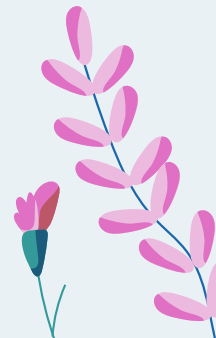
- a. HALF found it challenging to do *content* DI.
- b. HALF found it challenging to do *product* DI.
- c. MOST found it challenging to do *process* DI.

2. Designing DI in General

- a. MOST were confident of designing DI lessons in a unit.
- b. MOST did not face more challenges designing DI lessons for upper years than for lower years.

4. Deciding to Design and Enact DI

- a. ALL tended to differentiate based on *readiness*.
- b. MOST tended to differentiate based on *interest*.
- c. HALF tended to differentiate based on *learning profile*.
- d. MOST were influenced by *summative assessments*.





Discussion

Design

- Question 1:

Findings from the survey reveal that teachers have knowledge of DI and are confident in designing DI lessons.

However, findings from unit plan analysis show that the frequency and quality of DI is low.

What could be some possible reasons?

Enactment

- Question 2:

Findings from the survey reveal that teachers have knowledge of DI and are confident in designing DI lessons.

However, survey findings also reveal that many teachers (half to most) find it challenging to enact DI in the classroom.

What are some possible reasons?

