

نحن نغرس اليوم ..
لتحصد غدا ..



GHERAS INTERNATIONAL SCHOOL

Differentiation plan 2023 - 2022



أغسطس 2022



GHERAS INTERNATIONAL SCHOOL DIFFERENTIATION PLAN 2022-2023

Differentiation plan

The teacher is the critical component of any plan that addresses individual differences. However, it is true that when we deal in this way and follow this method, we execute them because it is necessary to consider the individual differences between students in the educational process by following the below criteria:

- 1- To stimulate students' motivation by encouraging them and reminding them of the moments of success and goals they seek to achieve.
- 2- Inform students of the goals to be achieved so that they can seek them with enthusiasm
- 3- The teacher uses suspense and attention-grabbing techniques by appropriately employing questions and employing diverse educational media.
- 4- Diversification of methods and methods of reinforcement.
- 5- Avoiding ugly and offensive words for students not to decrease their interest in learning.
- 6- Instilling a spirit of fair competition among students, the teacher says to the weak student: "Why not be like your superior partner? He encourages him to do so and encourages honest competition between the superiors and each other and between them and their loved ones; he says to the superior: "You can be better, so why don't you try? Which achieves the right self-growth of their characters in the best way.
- 7- Follow-up of the student's achievement level to identify outstanding and troubled students; accordingly, balanced tests are considered, including questions suitable for students who are in distress and exceptional.
- 8 - Exploit the student activity and its importance in enhancing the educational process and provide an opportunity to train what they have learned and apply it in different situations.
- 9- Providing the emotional and social climate for students, the teacher facilitates the class that prevails in human relations and the psychological and social environment characterized by affection, compassion and harmony.
- 10 - Encouraging work in groups: classroom groups provide social communication mechanisms, allow for better exchange of ideas and direct questions, and the student's explanation of his friend in a group may be much better than the teacher's explanation.



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How to deal with different student categories:

(Naughty or Bully) Student, Which always causes problems.

How to deal with it: It is necessary to deal with it quietly, use reason and logic, and avoid arguing with or sometimes ignoring him. Perhaps his purpose is to draw the teacher's attention to him, and then the teacher has to give him responsibilities and tasks to satisfy his need. Maybe his goal is hidden to the effect of Stop explaining, teacher because I don't understand, and this makes me more frustrated); if the teacher realizes that hidden message and like it, he can successfully deal with the needs of students; it is different from the means of interacting with them, and the teacher ignores the real reason behind the student riots. It's like he's burying his head in the sand.

The one who claims knowledge in every small and significant way:

How to deal with it: The teacher can let the students criticize him and respond to his claims to know everything; this type of student likes to be highlighted, and the teacher can assign him fundamental tasks such as explaining a lesson and the immediate reinforcement sometimes exaggerated, to give him his chance by appearing positively constructively.

The chatter: who always talk without a reason

How to deal with it: The teacher prefers to interrupt him but a deliberate boycott and sets limits for his answers, and the teacher can use his energy to read lessons openly, read the task written on the blackboard, announce something, or repeat a response to a previous question and so on.

The Shy student:

How to deal with it:

The teacher gives him easy questions to enhance his self-confidence, praises his participation, and gradually encourages him with the following steps:

A- The teacher asks *his next-door classmates to be clear to this shy student - then the teacher asks him to repeat the answer of his classmates, then reinforces him directly afterwards, and asks the students to strengthen their colleagues.*

(b) The teacher asks him simple questions, the answer sour, such as (right or wrong), and then follows them with appropriate reinforcement.

C- *Ask more extended questions but answer them directly and clearly; the student succeeds in answering them, followed by an appropriate reinforcement.*



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D- The teacher asks him to get out of his seat to face his colleagues with the correct answer, and his colleagues strengthen him and encourage him and increase his self-confidence.

E. The teacher asks him to read a text facing his colleagues for various periods, starting from one or more paragraphs until you reach a complete lesson.

At a different stage, the teacher asks him to discuss subjects "such as the oral expression" in front of his colleagues, or engage him in debate in front of them.

G- The last step in solving this problem is to enable him to read a text on an essential topic in front of many colleagues and officials and let him be in a seminar or conference.

The stubborn:

How to deal with it: The teacher does not injure his pride but his hands and treats him with understanding, and uses his experiences, models and examples. Moreover, the intelligent teacher takes advantage of the abilities of this type of student to provide his efforts and assign him some tasks that benefit the whole class, such as leadership tasks, organizing students, nominating him to represent his colleagues in forums and so on.

The arrogant:

Don't criticize him, and earn him the technique of flattery and praise, especially after the positions in which he achieves remarkable success.

The Lazy: is a sleepy person who is not active and inactive, which causes him to be late.

How to deal with it: provoke his motivation by showing him how much he progresses from time to time and assigning him to tasks that excite him through group activities such as competitions.

(Poorly understood): Who understands slowly and needs to repeat the information

How to deal with it: Using various teaching methods, it is necessary to use collaborative [learning](#) in which the intelligent student helps his slow-comprehension colleague.



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Summary:

* Neglecting the skill of dealing with individual differences fails to achieve school goals, delays in the level of pupils, the frustration of teachers and the educational institution's growth.

* Consider individual differences between students by motivating them, informing them of learning goals, and using suspense techniques.

* Students are different groups, and each type needs a unique way of dealing differently. However, the common denominator between them is the teacher and his ability to employ the energies of learners towards study.