



DIFFERENTIATION – MAKER MODEL

The Maker Model is a practical model of curriculum differentiation. Maker (1982) explains that differentiation 'requires modification of four primary areas of curriculum development.'

Four areas of curriculum development

Area	Modifications	Notes
Content	Concepts or Big Ideas Complexity of content More varied, abstract Organised differently Fast paced Curriculum Compacting Varied supplementary materials Varied graphic organisers Independent study Accelerated coverage	Curriculum Compacting <ul style="list-style-type: none"> - Assess what is known and what needs to be mastered - Eliminate known content - Plan time to be spent in accelerated study Acceleration <ul style="list-style-type: none"> - Different books - Different reading levels - Skid a grade and use higher level texts
Process	Modify the level of thinking Changing the pace Changing the approach Higher Order Thinking (E.g. Habits of Mind) Careful preparation of questions (QAR, Three Level Guide)	
Product	The product is not simply a summation of content Higher-level reasoning Analysing Evaluating Creating Real-world problems and products Variety of production requirements and alternatives Open-ended product alternatives that encourage creative and varied responses	High, yet specific expectations and depth need to be set with regards to products and end results It is important that there be a real audience for students to present/create for There should be a reason for sharing Students expect realistic and corrective feedback during the production process
Learning Environment	Groupings – ability levels Authentic projects – inside and outside the classroom Real audiences add value	

References

- New South Wales Department of Education and Training – Gifted and Talented Education – Extract from *Support package: Curriculum Differentiation The Maker Model*
- www.gifted.uconn.edu
- June Maker, 1982
- The Maker Model. www.gifted.tki.org.nz/content/download/.../The%20Maker%20Model.pptx