


Why differentiated instruction?

Knowledge:

- Gaps: Students lack of foundational knowledge (Feza-Piyose, 2012, Reddy, 2007, Prinsloo, 2008)
- Teacher knowledge: low performing countries at TIMMS have teachers with knowledge of mathematics that is below their students (Hsieh, et al., 2011; Feza & Diko, 2013)
- Language
 - Language of learning and teaching that is not the mother tongue of the student (Setati, 2002, 2008; Webb, 2008, Feza-Piyose, 2012)


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Interventions evaluation:

- not reflecting significant gains on mathematics and science performance as expected (Prinsloo, 2008, QPIE, 2008)
- Inequities:
 - Different economic status of schools provide different quality instruction (Van der Berg, 2008; Streak, Yu, Van der Berg, 2009).
 - Lack of preschool education prolong educational gaps (Spaul, 2013)


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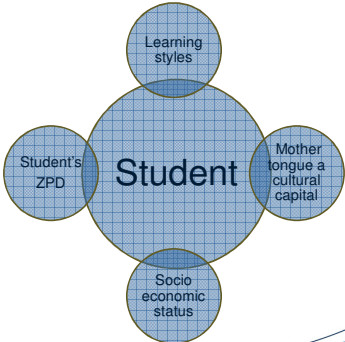
What is it?

- Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Hall, Strangman, & Meyer, 2003).


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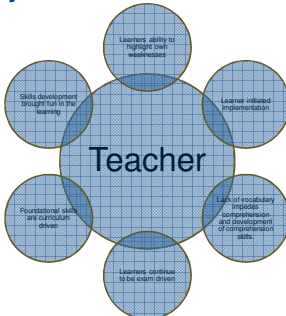
What to consider when intervening in the South African context learning experience




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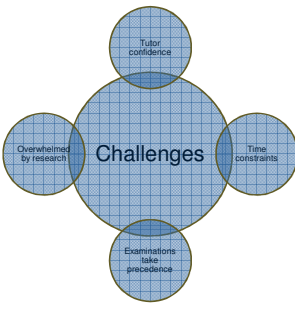
What have we learnt from this project to date




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Tutor reflection on challenges



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