

SMALL CHANGES — BIG REACH

Proactive Differentiation



Small Adjustments

Targeted preparation before instruction



Maximum Impact

Unlocks access for all learners



Inclusive Access

Removes predictable barriers

Differentiation again????

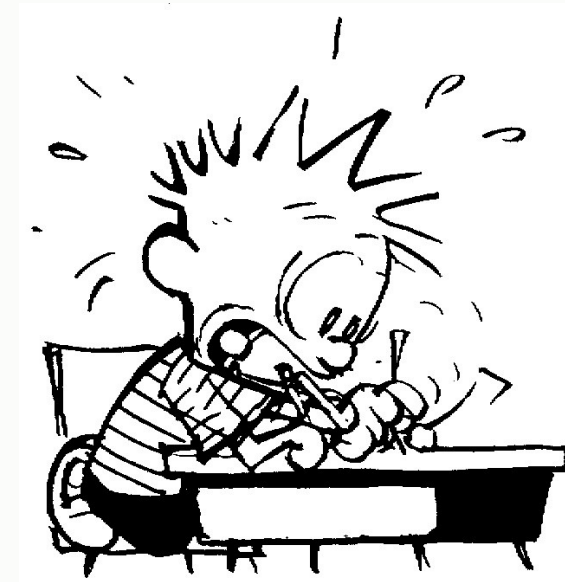


You already know about differentiation.



In your tables, use scrap paper to write continuously for 1 minute...

**Everything we know about
differentiation**



Differentiation: Reactive, Proactive, Effective



Reactive differentiation

I noticed a learning need, so I decided how to respond.



Proactive differentiation

I anticipated a learning need, so I planned how to identify it and respond.



Effective differentiation

I anticipated what I reasonably could, checked what students actually needed, and adapted my teaching accordingly.



One task. Not everyone has equal access.

READ THE PASSAGE AND, IN 90 SECONDS:

- Identify the writer's main idea.
- Find two details that support it.
- Make one inference from the passage.

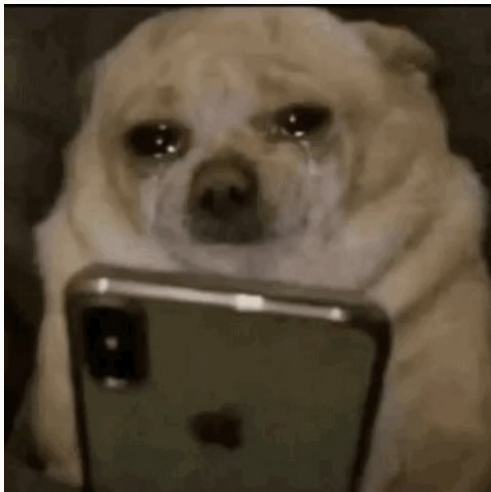
في إحدى المدارس، لاحظ الطلاب أن الحديقة أصبحت أكثر حرارة في الظهيرة. فقرروا زراعة أشجار جديدة حول الساحة. وبعد عدة أشهر، أصبحت المنطقة أكثر ظلاً، وبدأ عدد أكبر من الطلاب يقضي وقت الاستراحة هناك. ومع ذلك، أدرك الطلاب أن الاعتناء بالأشجار يحتاج إلى ماء وجه مستمر.

Work individually. No help yet.

What could I have prepared in advance?

- What was difficult?
- How did the task feel when access was limited?
- What could I, as the teacher, have prepared without removing the challenge?

A



B



C



One class. Three predictable barriers.

Grade 7 math • Multi-step word problems



STUDENT A - Ahmed



Can calculate accurately, but gets overwhelmed by difficult vocabulary, reads the problem slowly and misses key information.

STUDENT B - Zayed



Understands concepts, but loses focus during extended teacher explanation and distracts his classmates.

STUDENT C - Sultan



Often solves routine problems quickly and shouts “I’m done.”

Turn and talk: What would you plan BEFORE teaching? What would you avoid assuming?

Reactive or proactive?

01

WORK TOGETHER

At your table, read each statement.

02

SORT THE CARDS

Decide: Reactive or Proactive?

03

JUSTIFY YOUR CHOICES

Be ready to explain your thinking.



Your turn: turn prediction into action



At your tables, read the lesson plan scenario and answer:

- 01 Students are likely to struggle with... (🤔 think about different learners)
- 02 I will know they are struggling when...
- 03 Before the lesson, I would prepare...
- 04 If I see that difficulty, I will...

The 6 Habits of Proactive Differentiation

Practical planning habits that help teachers anticipate need before the lesson begins.



Don't plan three different lessons. Plan one ambitious lesson with thoughtful routes to success.

You don't need to predict every difficulty — just the ones you already know are likely.

Exit Ticket

Let's see which table got it!

Scan the QR code, join the quiz, and let's finish strong.

Ready? Phones out. Game on.



SCAN TO JOIN



<https://tinyurl.com/ycycht85>

Professional Meeting Log 2026-2027

Meeting Name:

Small Changes -
Big Reach:
Proactive
Differentiation
(Mon 19 Oct)



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