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# In this issue

We look at what it means to place learners at the heart of the teaching, learning and assessment process.

Our students have diverse learning needs, interests and learning profiles. How do we:

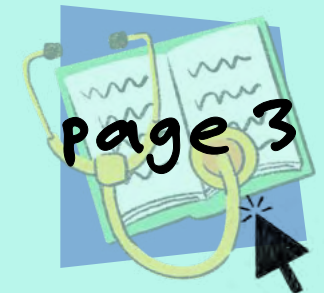
- determine their individual differences and design learning experiences that are responsive to them?
- create student-centred classroom environments that promote engagement, motivation and growth?
- value, understand and respond to learner differences?

## Highlights

### Understanding Learners

To more effectively engage and motivate all our students, we must find out about their experiences, beliefs, interests, knowledge and skills.

Find out more about diagnosing students' learning needs on page 3.



### Responding to Learner Differences

We can respond to learner differences by varying the content, process and product of instruction, as well as the learning environment.

Find out more by viewing the videos on Differentiated Instruction (DI) on page 4.



What does the Singapore Teaching Practice (STP) say about Understanding Students and Learning?

Click [here](#) to find out.



What does the English Language Syllabus (ELS) 2020 say about the practice of DI in the classroom?

Click [here](#) for the Primary Syllabus.

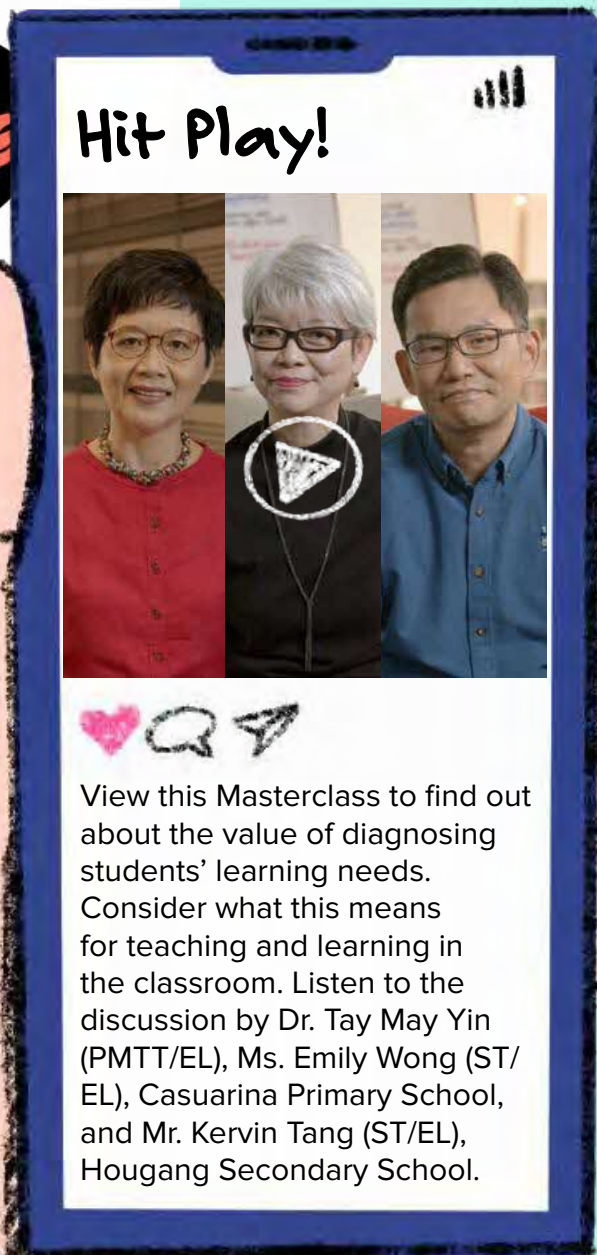
Click [here](#) for the Secondary Syllabus.



# Diagnosing Students' Learning Needs

Diagnosing students' learning needs involves finding out what students are doing well in, what they are struggling with and what they need to learn more about.

This proactive process of gathering evidence will enable you to make informed choices about your teaching actions. This will in turn enable your students to progress towards the intended learning outcomes.



## Emily highlights why diagnosis is important

*“Diagnosis provides the evidence that tells me how my students are doing.”*

Diagnosing students' learning needs enables you to understand their readiness, interests and learning profiles. This way, you can affirm their areas of language use, address their learning gaps and motivate them towards continuous improvement in language learning.

## Emily and Kervin offer this advice based on their inquiry and practice:

1. **Start small:** Focus on a few students for a start. What are their learning needs?
2. **Collaborate:** Partner a colleague to inquire into students' learning gaps.
3. **Change your lens:** Shift from an assessment-driven approach to a student-centric one.

## Emily explains how to diagnose students' needs using the 'Organiser for Diagnosing Students' Learning Needs':

1. Describe the students' actual performance in an objective way.
2. Refrain from judgement and evaluation.
3. Compare students' performance with desired learning outcomes.
4. Identify areas that students did well in and areas for improvement.
5. Plan appropriate steps to help students improve.

**Click here** to download 'An Organiser for Diagnosing Students' Learning Needs'.

# From the Classroom

Students have a wide range of experiences, beliefs, interests, knowledge and skills. How do we help every student, no matter how different, experience joyful and successful learning?

*“In differentiated classrooms, teachers begin where students are, not the front of a curriculum guide.” (Tomlinson, 1999, p. 2)\**

Would you like to learn how to respond to variations in students' readiness, interests and learning profiles? Sign up for these SkillsFuture for Educators (SFE) courses offered by ELIS!

[Differentiating Instruction in the Primary EL Classroom](#)

[Differentiating Instruction in the Secondary EL Classroom](#)

\* Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Differentiated Instruction

DI is a teaching approach that is responsive to our students' readiness, interests and learning profiles.

View [this video](#) to learn about DI.



## How does Differentiated Instruction Work in a Large English Language Class?

In this **3-part video series**, Timothy and Gladys from Deyi Secondary School demonstrate how DI can be applied in the context of a large EL class.

View this series to find out how the teachers plan, enact and review a lesson that incorporates DI.





# For the Classroom

How do you design and enact DI in a linguistically diverse and multiliterate learning environment? How can you adapt your teaching approaches and assessment practices to meet students' learning needs? Click on the Microlearning Units (MLUs) on the right to find out!

## ELIS Classroom Inquiry Webinar

Thursday, 17 February 2022, 2.30-4pm

Classroom Inquiry can help you learn more about your students' readiness, interests and learning profiles. Find out more at this upcoming webinar!

## How Do We Differentiate Instruction in Response to Student Readiness for a Literature Lesson



In this MLU, you will learn how to differentiate instruction in response to student readiness when planning and enacting a Literature lesson.

## How Do We Differentiate Process Through Flexible Grouping in a Literature Lesson?



In this MLU, you will learn what to take into consideration when differentiating process through the use of flexible grouping in a Literature lesson.

## Why Select and Adapt Texts? (for English Language lessons)



This MLU discusses the importance of selecting and adapting texts in response to students' readiness, interests and learning profiles.

# Learning on the Go

Listen to these podcasts that provide views on how knowing our learners can help us make a difference to their learning in the classroom.



## At the Heart of GP Teaching, Learning and Assessment

This episode focuses on the need for GP teachers to consider their students' readiness, interests and learning profiles when making pedagogical decisions.



## Metacognition in Teaching Reading and Viewing

This podcast focuses on building students' metacognitive awareness in reading. It highlights the importance of empowering students for them to regulate their own reading and learning.



## Classroom Inquiry – Inquiring into Reading Strategies: Our Learning Experience

Set in a secondary school context, this inquiry illustrates a student-centred approach taken by three teachers as they investigate the reading strategies employed by their students.



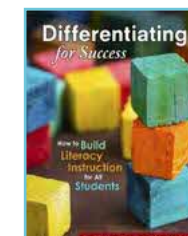
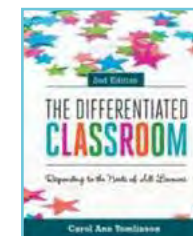
## Research Summary – Singaporean Students' Awareness of Listening and Speaking Strategies

This study examines students' perceptions and use of listening and speaking learner strategies. It makes recommendations for classroom practice.



To listen to more ELIS podcasts, [click here](#).

Want to read more about catering to learner differences? Check out these titles from



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