

Adaptive Practice versus Differentiation

Adaptive Practice	Differentiation
High expectations for all – no ceiling on learning	Adult makes a decision about what each child is to learn, based on perceived ability.
All striving towards the same goal but achieving this at the level appropriate to the child.	Different tasks and goals for different children, based on perceived ability.
In the moment adaptations according to needs	Set tasks undertaken by children and monitored by adults.
Recognising distinct and individual needs	High/low/middle ability
Avoiding labelling individuals and groups	High/low/middle ability
Every child pushed to challenge themselves.	Challenges set and limited by adults.
Creative, inclusive, child-led pedagogies	Teacher-led, didactic pedagogies