

Differentiating Instruction in Junior Secondary Mathematics: A Resource Perspective

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When the question of supporting diverse students in classrooms is raised, the practice of differentiating instruction is often offered as an answer. By adopting a “resource” approach to teaching (Remillard, 2005), we demonstrate a considerable lack of support that teachers face when addressing diversity through differentiation. Specifically, we report on how we explore the extent to which instructional resources available to teachers currently aim to equip them for making differentiated instruction a reality in their classrooms. We foreground the construction of an analytical framework for this kind of teaching resource analysis, and illustrate its use, in the process demonstrating that current resources indeed differ considerably in terms of the differentiation support they provide to the teacher.

Remillard, J. T. (2005). Examining key concepts in research on teachers’ use of mathematics curricula. *Review of Educational Research*, 75(2), 211–246.

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