

NE702 Differentiation for learning

Effective online CPD and reflection grid example

This quick guide provides you with some practical advice for learning online, to get the most out of this online course for your professional development.

1. Set clear development goals

At the start of the course you should think about your current practice and where you may wish to develop. Set a clear and achievable development goal, both **for yourself**, and if you are working as a group, **for your team or department**.

2. Allocate some time each week

Our online courses can be taken **flexibly** around your work and at **your own pace**. Many activities can be completed in short periods of time, using a mobile device. However, it is worth allocating an hour or so of **dedicated study time** each week. This will give you the chance to focus your thinking, engage with other learners and pause to reflect on your practice.

3. Work with colleagues online and offline

Throughout the course there are many opportunities to **share practice** and **challenge ideas** with other learners. Learning with your colleagues both online and offline will help you discuss the relevance of new ideas to **your own context**, support your reflective practice and help you adopt a team or department approach to teaching and learning. You can use the **follow** functionality when taking the course together to keep track of each other's comments.

4. Contribute to the course

By writing comments and contributing to discussions, you will think more deeply about the ideas and opportunities for your practice. Throughout, we encourage you to **try out new approaches** and to report back on your successes and ideas for improvement. Each time you post, consider how you can: offer **your understanding**; pose **questions** to the group; **respond** to others' contributions; provide **support**; share **your experiences**.

5. Keep a record of your learning

Use the self-audit tasks, comments in discussions and weekly reflection grids (example below) as a record of your learning. These will be useful for reference in performance reviews and for setting new development goals in the future.

Reflection grid example

<p>Successes</p> <p><i>Have started to allow students some ownership by allowing them to choose the task they wish to start working on.</i></p>	<p>Problems</p> <p><i>I worry that the students will choose tasks that are easy for them and will not want to try the more challenging tasks, which will help them learn more.</i></p>
<p>Eureka moments</p> <p><i>Having explained that we learn when our brain has to work I then allowed students to choose tasks and it was a bit surprising to see some of them I thought would get to the challenge didn't get there, and some people that I thought were not going to get anywhere near it got to it, they all did really well.</i></p>	<p>Questions</p> <p><i>How can I make sure that everyone gets to the highest levels of thinking?</i></p>

Changes I have made this week to how I differentiate for learning

Allowing choice of task, but also guiding students to choose challenging tasks.

Aspects of the course I have discussed with colleagues this week

Trying to balance choice and challenge.

You can [download a blank copy of the reflection grid](#) to complete each week.