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DIFERENCIACIÓN CURRICULAR Y PEDAGÓGICA COMO ESTRATEGIA IMPULSORA DE LA DEMOCRATIZACIÓN DE LA ENSEÑANZA

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ABSTRACT

Curriculum and pedagogical differentiation as an educational requirement and need has been the source of reflections and practices that tend to emphasise, above all, the need to respect the cognitive and cultural singularities of students as a crucial factor in the management of their teaching-learning process. In this sense, the present study aims to understand the implications of the process of curriculum and pedagogical differentiation in contemporary school contexts, emphasing the role of the teacher as the professional of curriculum innovation per excellence. The work is the result of some reflections on curriculum and pedagogical differentiation, whose organisation is based more on the disciplinary matrix and less on the interests and learning capabilities of students. To support this and inspired by the qualitative approach, priority was given to surveying the theoretical and bibliographic apparatus on the theme studied in this research. Being so, we have read the findings of: Roldão, Sousa, Tomlinson and others who discuss curriculum and pedagogical differentiation. Our analyses showed, among other aspects, that curriculum and pedagogical differentiation acts as a strategic driver of a whole process of global and democratic education in which the students, in all their manifestations, are the driving force behind the actions and activities carried out in school.

Keywords:

Curriculum and pedagogical differentiation, democracy, diversity, academic success.

ABSTRACT

La diferenciación curricular y pedagógica, como exigencia y necesidad educativa, ha sido fuente de reflexiones y prácticas que tienden a enfatizar, sobre todo, la importancia de respetar las singularidades cognitivas y culturales de los estudiantes como un factor crucial en la gestión de su proceso de enseñanza-aprendizaje. En este sentido, el presente estudio tiene como objetivo comprender las implicaciones del proceso de diferenciación curricular y pedagógica en los contextos escolares contemporáneos, destacando el papel del docente como el profesional de la innovación curricular por excelencia. El trabajo es resultado de algunas reflexiones sobre la diferenciación curricular y pedagógica, cuya organización se basa más en la matriz disciplinar y menos en los intereses y capacidades de aprendizaje de los estudiantes. Para sustentar esto, e inspirado en el enfoque cualitativo, se dio prioridad a la revisión del aparato teórico y bibliográfico sobre el tema estudiado en esta investigación. Así, se analizaron los aportes de Roldão, Sousa, Tomlinson y otros, quienes abordan la diferenciación curricular y pedagógica. Nuestros análisis mostraron, entre otros aspectos, que la diferenciación curricular y pedagógica actúa como un motor estratégico de todo un proceso de educación global y democrática en el que los estudiantes, en todas sus manifestaciones, son la fuerza impulsora de las acciones y actividades desarrolladas en la escuela.

Palabras clave:

Diferenciación curricular y pedagógica, democracia, diversidad, éxito académico.

INTRODUCTION

Several changes have been introduced in educational structures in recent decades. The extension of compulsory schooling and the massification of education have brought to schools a diversity of students characterised by very divergent social and cultural backgrounds, interests, values, knowledge and learning rhythms. According to Richards & Richards (2002), the curriculum of a school contains a precise description of its teaching philosophy including: The teaching goals, teaching aims, teaching methods as well as its assessment procedures.

Responding to such diversity requires schools, and especially teachers, as agents of curriculum innovation, to be able to adapt to this reality in order to promote a teaching and learning model that takes into account and respects the characteristics and needs of the vast student population they accommodate (Burns, 1971). When the school organisation develops its activities with itself in mind, it becomes an unnecessary institution, judging by the heuristic dimension that also characterises teaching, as opposed to the technical dimension. The integration of family, pedagogical practices, and technologies emerges as a promising path to achieving inclusion in the process of learning for all (Devalle & Napoleão, 2021; Ferreira Bezerra, 2020; Rojas-Valladares & Pire-Rojas, 2024).

Thus, one of the greatest current challenges facing education and teaching systems in mosts countries, is the need to build an inclusive school that respects the diversity of students and seeks to ensure their educational success through differentiated curriculum that are adapted and appropriate to the reality of student diversity. This challenge requires changes, both in the attitudes and practices of educational agents and in the structures of the education system at the organisational and curriculum management levels. In this context, curriculum and pedagogical differentiation becomes central to the design and development of individualised learning paths that can guarantee all students access to the curriculum and educational success. In this sense, educational institutions are required to provide quality education for all: a plural, democratic, inclusive education that is skilled in building a society based on values of cooperation, partnership and solidarity. To this end, it is imperative to build schools that function according to the needs of the student and not according to the central educational administration. Cooperation between family and school can provide a more effective support environment, where teaching strategies are tailored to the specific needs of each student, in this way promoting inclusive and a significant education (Freitas, 2021).

In this way, educational agents should, through these differentiated learning path strategies, allow each student, with the necessary support, to progress in the common curriculum (Leite, 2012; Roldão, 2005; Sousa, 2010). According to Sousa (2010), this perspective of inclusive curricular differentiation is essentially ensured at the school and classroom level, but it requires new processes of teaching organisation that reverse the curriculum of curricular uniformity. Educational equity is not guaranteed through the uniformity of curricular pathways, but through differentiated pathways that allow the same goals to be achieved. configuring ways of adapting the curriculum and consequently differentiating teaching methods.

The interest in and choice of this topic is justified given that, as a teacher, there was a need to differentiate the way the curriculum was approached in the classroom, taking into account increasingly heterogeneous classes with students of different characteristics and qualities, thus making teaching more meaningful and democratic, contributing to their academic success. On the other hand, I believe that it is increasingly necessary for teachers to take a critical stance towards the curriculum imposed on them by the macro-curricular structure, rather than a strictly technical stance, because only by reflecting on what is prescribed by the authorities responsible for the education system can teachers can adapt the content and objectives to the students they work with, contributing to maximising their opportunities for academic success. Based on the educational and social reality and the objective of providing quality teaching and learning moments that meet the needs and specificities of all students in the class, this reflection was carried out, which stems from reflections and research on curriculum and pedagogical differentiation.

According to Markoni & Lakatos (2008), "all research must have a specific objective in order to know what to look for and what to achieve" (p.16). Thus, with this approach based on an essentially qualitative focus, the aim was to understand the implications of curricular and pedagogical differentiation as strategies for promoting the democratization of education in contemporary school contexts. The specific objectives were to describe the importance of curricular and pedagogical differentiation in the democratization of education; to identify the constraints/advantages in the implementation of these strategies; and to reflect on the role of the teacher in curricular and pedagogical differentiation, with a view to the flexibility of pedagogical practices.

From a methodological point of view, the work was materialised by a bibliographic search of specialised literature (theses, dissertations, books and articles) which, in the view of Markoni & Lakatos (2002), "aims to search for bibliographic information in works by different authors in order to obtain information related to the problem under study (p. 36). In order to establish relationships and syntheses of the component parts of the work, the analytical-synthetic method was used, which, according to the same authors, analysis "is a theoretical procedure through which a complex whole is broken down into its various parts and qualities" (p. 81) for a clear understanding of the phenomenon.

In reality, for differentiation to reveal itself and assert itself as an educational option capable of supporting schools as spaces for cultural socialisation, an "articulated set of pedagogical-didactic procedures aimed at making the learning content proposed in a given curriculum accessible and meaningful to students in different situations" is necessary (Roldão, 1999, p.58).

METHODOLOGY

In order to achieve the proposed aims, this research adopted a methodological approach based on a literature review. This type of research was chosen due to the need to understand and synthesise existing knowledge on the subject, taking advantage of the theoretical and practical contributions already consolidated in the specialised literature. In addition, bibliographic research allows for a comprehensive and in-depth analysis of the field of study, providing a solid basis for investigation. During the process of searching for and selecting sources, skimming techniques were employed, which consist of a systematic and rapid approach to scanning texts, identifying relevant information and establishing connections between different authors and perspectives.

This approach allowed for a dynamic and efficient analysis of the vast bibliographic material available, enabling the identification of important insights and trends relevant to the research. In view of the theoretical assumptions outlined above, this qualitative study, configured as a bibliographic research with a qualitative approach (Bogdan & Biklen, 1994), aims to further explore the advantages of curriculum and pedagogical differentiation, as it is seen to be an effective strategy that adapts teaching styles to learning styles, which needs to be discussed more broadly and boldly, both in teacher training and in the context of school practices. To conduct the literature review, surveys were carried out in various sources of information, including recognised academic platforms such as SciELO, Scopus and Google Scholar. These platforms offer access to a wide range of scientific journals, articles, thesis, dissertations, and other materials relevant to academic research. In addition, several repositories of theses and dissertations were explored in order to broaden the scope and representativeness of the studies considered.

The objective of a bibliographic research is to formulate hypotheses that serve as a starting point for other research, other perspectives and new approaches with a view to enriching the existing bibliographic collection. In order to achieve the aim of the bibliographic research we have read the findings of Ferreira Bezerra (2020); De Oliveira Lima (2023); Roldão (2005); Sousa (2010); Tomlinson (2008); and others who discuss curriculum and pedagogical differentiation. The case study that will be addressed is the tool that "refers to particular case studies that are carried out with the aim of observing the applicability of a given theory" (Silva, 2014, p.53), which in the case of this research focuses on curriculum and pedagogical differentiation.

DEVELOPMENT

The democratization of education, supported by the policy of education for all and equal opportunities, has contributed to an increase in the number of students in the classroom and, consequently, to greater diversity in the education system. As this is an unavoidable factor in a democratic educational project, schools are required to adapt their teaching style to learning styles, creating conditions for everyone to learn and maximise their opportunities for academic success. When schools fail to adapt to the reality of their students, they continue to compromise the quality of teaching and close themselves off, in a logic of incoherence of processes and products. In postmodernity, teaching everything to everyone is a mirage that schools are challenged to overcome, it leads shadows that reproduce shadows.

Schools have been forced to open their doors to new audiences, to universal education and to the compulsory schooling of students from diverse social and cultural backgrounds. Schools with a long history, accustomed to a prescribed curriculum that is the same for everyone, have encountered numerous difficulties in adapting to a new reality and a new project that is politically more equitable and culturally more challenging. In this sense, it can be considered that the school of the 21st century must be "interpreted as a space for various world views or various references for public action and, consequently, for different definitions of the common good and principles of justice" (Estevão, 2004, p.51). These words lead us to a discussion of the concept of democratic education.

Democracy in the broad and social sense, as a political regime among adults, presupposes equality among social agents. No one, nor any group, can have privileges. Democracy challenges, provokes, guides and rejects arbitrariness. Thus, education must be confronted with the rapid pace of change, of a diverse nature, that takes place in the societies in which we live, which are at the origin of educational projects that prepare students to integrate into a reality that is constantly changing and becoming increasingly complex (Morgado & Ferreira, 2006).

For this reason, the thinker Tedesco (2008), states that schools should focus on personality development, that is, "establishing reference points that allow each individual to choose and construct their own multiple identities" (p.119). Therefore, with the massification of schools by students of various diversities and experiences, it is necessary to go beyond mere integration in teaching to achieve true inclusion, that is, to create conditions for everyone to learn and develop their capacities and skills, mediated by curricular and pedagogical differentiation. It is in this context that, questioning the problem of teaching that meets the interests of the entire educational community in general

and each student in particular, as concrete, unique and special, we aim to make our contribution through the socio-educational project: Pedagogical and curricular differentiation in the classroom.

Curriculum and pedagogical differentiation: Relationships, differences and importance

The meaning of the expression curriculum differentiation is not always clear, so it is important to explain it in the specific context of this study, discussing its relationship with related concepts, starting with pedagogical differentiation. Ribeiro Silva & Leite (2015), clearly distinguish between these two expressions, stating that "curriculum differentiation is related to all elements of the curriculum, while pedagogical differentiation focuses mainly on teaching strategies, activities and resources" (p.48). This idea is compatible with the perspective that states that "teachers can adapt one or more curriculum elements (content, process, products) based on one or more characteristics of the students". Curriculum differentiation refers to a process of modifying or adapting the curriculum according to the different ability levels of students in the class (United Nations Educational, Scientific and Cultural Organization, 2000).

Curriculum differentiation is a concept that essentially represents changes in methodology and assessment, assuming that students have the same path in their choices, but that some need to follow different paths so that all can achieve and maximise their educational success. For some authors, such as André (2010); Estrela (1997); Zabalza (1998), and curriculum differentiation is practised in the classroom, with curriculum differentiation being related to decisions taken at the macro, meso and micro levels, provided that these decisions concern what to teach, whom to teach, with what emphasis and with what priority. Therefore, "curriculum differentiation is the adaptation of the curriculum to the characteristics of each student, with the aim of maximising their opportunities for academic success" (Sousa, 2010, p.10). The same author argues that this adaptation can occur at all levels, including the micro-curriculum level, provided that it is not limited to a simple differentiation of teaching strategies aimed at achieving certain objectives, the selection of which is not questioned. In other words, teachers will practise curriculum differentiation in the classroom to the extent that they play an active role in selecting some content and critically manage the common curriculum, questioning its meanings for their specific students and addressing it in terms of those meanings. When it comes to curriculum justice, and given that no two students are alike, the key to responding to this heterogeneity is to differentiate teaching to ensure differentiation in learning.

Leite (2011); Roldão (2003); and Tomlinson (2003), shared the same view, referring to curriculum differentiation as a phenomenon that occurs at all levels. As Leite (2011), points out, "whatever the degree of curricular adjustments to be made within a class, these will always be a means to achieve the common educational objectives for a given cycle and never an end in themselves" (p.14).

Curriculum and pedagogical differentiation are considered drivers of a whole "global and complex educational process in which the individual, in all their manifestations, is the driving force behind the actions and activities carried out at school" (Boal, et al., 1996, p.19). Along the same lines of thinking, Tomlinson & Allan (2002), define curricular and pedagogical differentiation as a "form of proactive response by the teacher to the needs of each student" (p.14).

Therefore, curriculum differentiation involves the ability of educational agents and school organisations themselves to take responsibility for adapting and managing the curriculum in context, that is, differentiating curriculum paths according to the starting point of the population they serve, but aiming for a destination that is as equal as possible for all, thus ensuring democratization in education. In turn, pedagogical differentiation in the classroom involves the careful, rigorous and thoughtful analysis and selection of teaching strategies and the organisation of groups and activities, differentiating learning paths without inhibiting collective processes and without blocking access to common objectives. Thus, differentiation means learning in the group and with the group, in situations of true cooperative, responsible and empowering learning. It means organising space and time according to activities. It means involving students in the construction of knowledge to be acquired. It means opening the school to the socialisation of knowledge between teachers and students. It means making the school belong to everyone and be for everyone. Above all, it means democratising learning.

"In the educational sphere, especially in schools, the curriculum is an extremely important and complex concept. It has both a pedagogical and a political character, which has an impact on the functioning of the school, since it is used to organise and guide educational practice" (Ribeiro Leite & Pereira da mSilva, 2023, p. 1). Silva (2019), states that, in a day to day discussions, the word curriculum is usually linked to what a student is and what he will become including his identity, his special features and his learning process throughout his life. For Ramos (2008) an integrated and differentiated curriculum has been used in a way to address the global understanding of innovative knowledge. The curriculum and pedagogical differentiation, usually respond to the challenge of meeting the demands of the criative teachings needed to ensure skilled citizens, through integrated education.

Characteristics of differentiated teaching

The author Tomlinson (2008) listed a series of aspects that characterise differentiated teaching: 1. Students learn more through cooperative work than individually;

2. Differentiated teaching is not chaotic; the teacher will have to manage the class, monitoring several activities simultaneously; 3. Differentiated teaching takes into account the diversity of students: Differences in interests, motivations, learning rhythms, difficulties and needs; 4. Differentiated teaching is more qualitative than quantitative. Differentiating teaching is not synonymous with assigning more tasks to some students than others; nor is it synonymous with assigning a student with learning difficulties to solve only calculation exercises, while other, more capable students are solving more complex mathematical problems. 5. differentiated teaching uses multiple approaches to content, process and product. 6. Differentiated teaching is student-centred; the student is the main character in the whole process. 7. Differentiated teaching takes into account each student's starting point, i.e. their prerequisites, the baggage that each student brings with them.

The role of the teacher in curriculum and pedagogical differentiation

For Roldão (1999), it is urgent to reflect on curriculum management and how to adapt curriculum offerings to individual and group needs. Among many other tasks, it is up to the teacher to decide what and why to teach; how and when to do so; to establish priorities; to determine resources and organisation; and to define the means of achieving results. The practices developed in the classroom are therefore essential. As Rose (2002) stated, the curriculum can be used as a vehicle for inclusion or as another form of exclusion. In this sense, the teacher is considered a mediator between the prescribed curriculum and the learning of the students to whom it is directed, responsible for managing curriculum development and contextualisation.

In a school for everyone and for all, it is assumed that educators and teachers do not play the main role, as this is undoubtedly the role of the student. Even so, educational agents have a decisive role, one that is full of reflection and, as such, pedagogical intentionality. According to Roldão (2003), teachers should use methods with curriculum and pedagogical differentiation that: a) Respect each student's learning pace; b) Value students' prior knowledge; c) Take into account students' interests and needs; d) Encourage interactions and exchanges of experiences and knowledge; f) Promote individual initiative and autonomy, giving each student freedom of choice; g) Value students' achievements and work; h) Contribute to the creation of a climate conducive to socialisation and moral development.

Aspects to differentiate in curriculum and pedagogical differentiation

Whether focusing on concepts or teachers' discourses, the research texts outlined four differentiation mechanisms, referring to elements such as: content, student production, structures and processes. According to Caron (2003); Kirouac (2010); and Meirieu (2000), putting these aspects of curriculum and pedagogical differentiation into practice requires gradual implementation at different times, in accordance with modalities that must always be adapted to the needs, interests and profile of each student.

Differentiating content

Wanting to differentiate learning content implies taking an interest in what students learn and how they do so. This involves adapting and proposing learning content according to the characteristics of a student or group of students. To this end, it is not a question of reducing the requirements for the expected knowledge and skills in each subject. This adaptation should be based on a core programme that allows students to make connections between contents. Others have defined a layered curriculum, dividing the study programme according to the depth with which the student will study a subject, one of the layers being the common and most important part (Descampe, 2007).

Differentiating learning processes

Differentiated practices are often defined as one or more differentiated processes of knowledge acquisition (Meirieu, 2000; Przemycki, 2008). These are the means used by students to understand content. The aim is to promote the acquisition of information and skills to help them understand better. "The differences between students are realities that must be taken into account. Therefore, different avenues of access should be provided to a group of students, according to their pedagogical profiles" (Perraudeau, 1997, p.18). The heterogeneity of students is addressed with a heterogeneity of teaching strategies: socioconstructivist strategies (projects, cooperative learning), interactive strategies (debates and discussion groups), individual work strategies (problem-based learning and case studies) or masterful strategies (exhibitions and demonstrations).

Differentiating student work

Student work is proof of what they have learned or understood and one of the ways they can show how they use and represent what they have learned or learned to do. Differentiation consists of allowing students to choose media and tools according to the activities, but also of modulating the format or type of work within the same activity, so that students achieve the set objective and are able to demonstrate the knowledge or skills they have acquired. To this end, "it is essential not to make each student work only with the methods that suit them, as it is important that they are able to appropriate other strategies" (De Vecchi, 2010, p.20). De Oliveira Lima (2023), defends that curriculum and pedagogical differentiation encourages students to actively participate in the teaching and learning

process, promoting the development of social and emotional skills, in addition to academic learning.

Differentiating the learning environment

The working environment can promote differentiated learning through the organisation of time and space, rethinking the classroom (arrangement of desks, accessibility to resources), facilitating group work, and organising an evolving and adaptable calendar of activities. “The differentiation of structures proposes that each student, as often as possible, be involved in situations that are beneficial to them” (Leclerc et al., 2004, p.16). According to Caron (2003); and Gillig (2001), multiplying structural devices makes it possible to avoid any excesses of homogeneity or heterogeneity: needs-based groups, subject-level groups, homogeneous groups, heterogeneous groups, pairs, individual work.

Thus, learning differentiation can focus on content, processes or products. Content is what students learn; process is how students acquire information; finally, product is how students demonstrate what they have learned to the teacher or class. According to Tomlinson (2008), the differentiation of content, processes or products can be based on students’ level of preparation, their interests or their learning profile.

Therefore, effective learning differentiation requires three essential steps: ***Diagnosis:*** The teacher should begin by diagnosing the needs and potential of each of their students; ***Planning:*** After assessing their students’ prior knowledge and characteristics, the teacher should prepare the educational activities that they will carry out in the classroom. ***Assessment:*** Finally, the teacher should design fair and appropriate assessment strategies for the work carried out with the students. The teacher should not lose sight of the curriculum objectives, but the assessment should reflect the progress that each student has made in terms of their learning level and profile. Only in this way will the school be better able to ensure equal access to learning, making the social and personal success of each student more sustainable.

Promoting curriculum inclusion in the teaching and learning process

Curriculum inclusion can be understood, as the way of ” teaching everything, to everybody” by taking into consideration the sole characteristics of each students. These approaches encourage students to actively participate in the teaching and learning process, promoting the development of social and emotional skills, in addition to academic learning De Oliveira Lima (2023). Promoting curriculum inclusion, means to adopt and adapt teaching programs and contents which attends the learning needs and differences of each students. For Da Silva & Soares (2023), inclusive teaching practices are fundamental to promote active and effective participation of all students in the teaching and learning process.

By adopting a student-centred approach and using strategies such as curriculum differentiation, collaborative teaching, cooperative learning, and the use of diverse teaching resources ,educators can create inclusive and equitable learning environments where all students have the opportunity to reach their full academic potential and develop as active and engaged citizens. It should also be noted that one of the key strategies of “inclusive teaching practices is curriculum differentiation which involves adapting the curriculum to meet the individual needs of students.

This may include modifying content, teaching methods, and assessments to ensure that all students have access to the curriculum and can achieve the established learning objectives” (De Oliveira Lima, 2023, p.16). According to Ferreira Bezerra (2020), one of the essential characteristics of inclusive teaching practices is the paradigm shift that places the student at the centre of the educational process. This implies a student-centred approach, where the curriculum, teaching strategies and assessments are adapted to meet the specific needs of each student, taking into account their interests, abilities, learning styles and pace of development.

The need to build a school of inclusion through the curriculum and pedagogical differentiation

The main goal of a school of inclusion is to teach specific contents according to the needs of each student and particular difficulties, in order to achieve this aim, the school of inclusion, must promote the design of a curriculum and pedagogical differentiation. The curriculum of a school of inclusion has to take into consideration, that the student is the centredness of the process of teaching and learning. The curriculum of a school of inclusion, should address the individual needs of each student, by developing self-reflection, critical thinking, competencies and abilities and other qualities and skills believed to be relevant for students to develop. Over the last two decades, much progress has been made internationally in terms of education. According to the United Nations Education Scientific and Culture Organization (United Nations Educational, Scientific and Cultural Organization, 1994), the education 2030 initiative prioritises access to inclusive, equitable and quality education for all, enabling opportunities for lifelong learning. “Educating citizens for the world implies knowing how to respond to diversity, whether physical, cognitive, cultural, racial or religious” (Silva, 2019, p. 11).

Building and promoting a school of inclusion through the curriculum and pedagogical differentiation, involves adapting and proposing learning content according to the characteristics of a student or group of students. To this end, it is not a question of reducing the requirements for the expected knowledge and skills in each subject. This

adaptation should be based on a core programme that allows students to make connections between contents.

The biggest objective of a school of inclusion, after all, is to promote the development of abilities, competencies, the student´s intellect, humanistics values as well as the student´s human rationality, in order to socialise, and transform the knowledge and the teaching of the citizens, capable of developing a profissional culture which promotes the building of an inclusive and sustainable society. In the development, selection and organisation of knowledge, educational institutions must always take into consideration the student, the society and the culture, because the curriculum can be developed in a disciplinary manner or in an integrated form.

The school of inclusion based on the curriculum and pedagogical differetiation, promotes the comprehensive development of a student. Building a school of inclusion taking into consideration, the curriculum and pedagogical diffrentiation guarantees the quality of teaching and learning process, production of innovative knowledge and sustainable criativity needed, in order to solve several problems faced by the society. Being so, the school of inclusion must be in the front line, when it comes to fight social injustices and inequalities.

Education is a unifying process, therefore, the school of inclusion should engage teachers and students to play a crucial role in addressing issues related to social injustice, inequality and social exclusion and seek ways of tackling these problems harmful to integrated education, because education is a right of all human being.

We hope that, at the end of our research, we will be able to open up spaces for discussion among members of the educational community about the advantages of curricular and pedagogical differentiation as drivers of a global, democratic and complex educational process in which the student, in all their manifestations, is the driving force behind the actions and activities carried out at school. In this way, the school welcomes intrinsic differences within itself, without promoting exclusion or discrimination due to academic failure. Consequently, no two students are the same, and the key to responding to this heterogeneity is to differentiate the educational offer in order to maximise students' opportunities to achieve educational excellence.

Responding to such diversity will therefore require the school, and especially the teacher, as the curriculum agent per excellence, to be able to adapt and accommodate this reality in order to promote a teaching and learning model that takes into account and respects the characteristics and needs of the vast student population that attends the school. Indeed, if the role of schools and teachers is to enable all students to learn, as Roldão (2003) states, differentiating learning to include all students is also enabling all students to learn, thus honouring the principle of curriculum justice. Throughout this study, it has been proved that by adopting a student-centred approach and using strategies such as curriculum differentiation, collaborative teaching, cooperative learning, and the use of diverse teaching resources, educators can create inclusive and equitable learning environments where all students have the opportunity to reach their full academic potential and develop as active and engaged citizens and Only in this way will the school be better able to ensure equal access to learning, making the social and personal success of each student more sustainable.

Curriculum and pedagogical differentiation encourages students to actively participate in the teaching and learning process, promoting the development of social and emotional skills, in addition to academic learning. teachers will practise curriculum differentiation in the classroom to the extent that they play an active role in selecting some content and critically manage the common curriculum, questioning its meanings for their specific students and addressing it in terms of those meanings. When it comes to curriculum justice, and given that no two students are alike, the key to responding to this heterogeneity is to differentiate teaching to ensure differentiation in learning

CONCLUSIONS

Given the conceptual framework described above, it is clear that curriculum and pedagogical differentiation is a driving force guided by the principle of everyone's right to learning, which is essential in order to respond to the heterogeneity of students attending school. Differentiation can be guided at the level of: content, processes and products. However, it is known that this is not always an easy task, due to the number of students who need specific activities and more individualised work.

The lack of or guidance on curriculum responses for each student not only leads to their educational failure, but also to the failure of the school itself. For inclusion to be successful, it is necessary for teachers, as agents of curricular innovation par excellence, to assume their role in the chain of curriculum decisions and see themselves as curriculum managers. Consequently, the expression "School for All" cannot be translated merely into the inclusion of all students in schools and classrooms, because there will only be a school for all if everyone learns. This is a matter of curriculum justice, and since no two students are alike, the key to responding to this heterogeneity is to differentiate teaching to ensure differentiated learning without losing curriculum and pedagogical coherence. Finally, it was from this perspective that the present study reinforced the need to generate diversified curriculum and pedagogical practices that are in line with the individual needs and interests of each unique student.

In future research, it would be interesting to continue to explore the issues addressed in this study and to develop a study focused on the relevance attributed to different curriculum areas in order to ensure the success of

the teaching-learning process for all learners. Thus, it is clear that teaching students who are not the same in the same way constitutes a curriculum injustice, a failure of the school, teachers, the state, and the system as a whole.

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