

BALANCING THE DIVERSE LEARNING NEEDS OF STUDENTS

by:

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Teachers have to deal with diverse students in every classroom. These students differ not only in terms of culture and language but also in terms of intellectual abilities, background knowledge, and learning preferences. Some people learn quickly by reading texts, while others choose to listen to the teacher. Another group of students will require a practical demonstration of what they have learned. The teacher is confronted with the challenging task of striking a balance that is beneficial to all students. Regardless of the differences that each learner brings to the classroom, all learners have the right to quality learning experiences. Teachers are required to see and educate students as they are, meeting expectations for their learning development.

Differentiated instruction refers to a variety of instructional and classroom techniques that teachers can employ to assist each student in achieving the desired learning outcomes. It is the aspect of the classroom teaching-learning process that recognizes and communicates learner diversity. Differentiated instruction creates a welcoming learning atmosphere for all students. Differentiated instruction assists teachers in providing systematic learning by allowing students with different abilities, preferences, and learning styles to participate. Differentiated instruction aids students in developing their knowledge and skills by employing a variety of instructional approaches that correspond to their diverse learning needs.

Teaching students with diverse needs necessitates teachers with specific knowledge and skills in order to identify and assist students. Fostering a positive attitude and willingness to assist them in class must be a priority to promote quality learning. It is also important for teachers to clearly conceptualize their roles in order to perform some

duties in creating an inviting learning environment in which all students are welcome to learn.

It is then important to understand that inclusivity is a significant challenge that must be viewed not only as a matter of integrating learners with different learning needs and barriers but also as a model of holistic development that involves transforming and adapting the community and teachers' attitudes to allow all learners to actively be involved with the coursework. Teachers have their own perceptions, ideas, and belief systems about what they deem to be right when it relates to inclusive learning experiences, but they must be recognized and deemed significant because it is not possible to have an inclusive community that integrates diversity in schools if they are not well communicated. Teachers' attitudes and beliefs about inclusive teaching experiences are especially important because they are regarded as the most important factors in determining the success of inclusive education. It is critical for teachers to nurture opportunities for reflection on their behaviors, personal beliefs, value systems, and assumptions. If teachers have good intentions and a positive attitude, they will strive to acquire the skills necessary to embrace diversity.

It is evident that in inclusive learning, teachers must recognize and address the needs of individual students. This is due to the fact that it enables them to dedicate their energy and resources beyond regular teaching to education that is encouraging and considerate of each learner. Because optimal learning conditions are established, students are welcomed, encouraged, empowered, and motivated. Teachers must be grateful to be teachers, be proficient, and be willing to go above and beyond. The interaction between the various levels of the education system has an effect on the policy's successful implementation, which necessitates teachers to cater to diversity in particular.

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