

## TEACHING MATHEMATICS IN COMPREHENSIVE APPROACH

by:

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Different ways of thinking, high standards, and assistance for each learner in a secure setting; this is what comprehensive math instruction looks like; it is not a dream.

There is substantial debate over how to differentiate instruction and curriculum to meet the needs of various learners as the emphasis on teaching has evolved toward a more child-centered approach. When considering the instruction of learners with intellectual disabilities in the context of comprehensive classrooms, this is even more obvious. Since the development of sequential abilities has long been assumed to be the goal of mathematics instruction, it is considered more difficult to differentiate instruction in this subject than in other subjects.

It's difficult to meet the requirements of 50 students individually in a classroom. Fortunately, teaching inclusively doesn't necessitate 50 degrees of differentiation in each lesson. Each and every educator is able to achieve it.

Knowing the students in the classroom is fundamental to any comprehensive lesson's success. It enables educators to gauge their degree of preparation and foresee potential learning obstacles. The scaffolding students require can be determined with the help of their past experiences. This aids in the technique selection process by balancing support and challenge.

It is important to acknowledge that each person possesses unique abilities, often referred to as "differently able" abilities. Understanding their individual strengths and challenges, or "disabilities," is crucial for effective planning. Regularly assessing the

specific needs and learning styles of each child is essential. Any decisions made should be a result of open discussions involving both the parents and the learners themselves. It's worth noting that the expectations for the highest and lowest-performing groups vary significantly.

The main component of a full-class mastery approach is comprehensive teaching. The advantages of whole class teaching let pupils enjoy learning without labels. The concept behind whole-class inclusion is that students may learn from one another, and it allows teachers to spend more time interacting with everyone.

When comprehensive teaching in the math classroom takes place then learners will be more involved, absorbed, and keen to learn. They may enjoy their math lessons and have a growth mindset and be unafraid to make mistakes. They may recognize progress and develop skills, knowledge and understanding step-by-step.

Recognizing human diversity, inclusive mathematics education supports each student's individual learning needs in general mathematics classrooms. There is substantial debate over how to differentiate instruction and curriculum to meet the needs of various learners as the emphasis on teaching has evolved toward a more child-centered approach. When considering the instruction of learners with intellectual disabilities in the context of comprehensive classrooms, this is even more obvious. Since the development of sequential abilities has long been assumed to be the goal of mathematics instruction, it is considered more difficult to differentiate instruction in this subject than in other subjects.

Every child has the opportunity to participate in lessons and feel valued when math instructions are comprehensive. Making sure that everyone has equitable access to the curriculum is a vital responsibility. Every teacher is capable of being a diversity, equality, and inclusion champion, by implementing comprehensive teaching in the math classroom.

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