

DIFFERENTIATED INSTRUCTION IN TEACHING: NEED FOR DIVERSE STUDENTS

by:

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In Differentiated instruction, teachers are facilitators of learning from simple to complex activities, considering individual differences and uniqueness. It gives consideration to the diverse needs, interests, and abilities of students in the classroom. In this method of teaching, the one-size-fits-all approach is completely eradicated. It tailors the learning experiences of the learners to achieve learning.

Differentiated instruction is based on the philosophy of individual differences. Each individual learns at a different timetable and learns differently. Teachers who employ this method foster inclusive learning, where all learners do tasks according to their needs, abilities, and skills.

In this method, learners are more motivated, engaged, and develop collaboration among members of the group where they feel they are important to the group. Tasks seem achievable since activities are suited to learners KSA. These helps teachers understand learner progress and provide flexibility and adjustment if needed. Thus, leading to better understanding resulting to more meaningful learning.

By doing tasks according to their level, positive attitude toward learning, self-confidence, and self-esteem are gained and boost the learner's progress.

As to teachers, it allows educators to meet the diverse needs of the learners effectively. They can create a more inclusive classroom environment that fosters engagement, motivation, and academic success. In this way, they not only enhance learning outcomes but also empower learners to take charge of their educational journeys.

Implementing differentiated instruction may require effort and creativity, but the rewards for learners are well worth it.

References:

Stanford University Center for Teaching and Learning. (2023, June 16). Differentiated instruction [Website name]. <https://ctl.stanford.edu/differentiated-instruction>